



Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

Excellence

Aspiration

Achievement

Inspiration

Community




Title	Behaviour for Life Policy
Reviewed	September 2021
Associated Policies	Child Protection Policy Anti-Bullying Policy Online Safety Policy Searching Pupils and Confiscating Pupils Property Policy Physical Force and Reasonable Restraint Complaints Procedure Keeping Children Safe In Education
Originator	B Dave A Mitchell
Approved	

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Glossary

AP	Assistant Principal
CP	Co-Principal
HOY	Head of Year
ES	External Suspension
IS	Internal Suspension
ISE	In-School Exclusion
SLT	Senior Leadership Team
VP	Vice Principal

1. Ethos Statement

At Sir Christopher Hatton Academy – everyone has the right to be treated with respect and to learn in a safe and orderly environment.

2. Consultation

Behaviour principles of this policy were produced in consultation with our staff, students and parents/carers during the Autumn term of 2021.

3. Background and purpose

At Sir Christopher Hatton Academy (SCHA) we promote honesty, understanding and respect in our students through positive role models (staff), high expectations and high quality, consistent teaching and learning. This is reflected in and further consolidated by our five core Academy values: **Excellence**, **Aspiration**, **Achievement**, **Inspiration** and **Community**.

The purpose of this policy is to fulfil our duty of care to students and employees: promote outstanding teaching, learning and high standards of progress & attainment and to preserve the reputation of the Academy.

The rewards and sanctions detailed in this policy are to demonstrate that misbehaviour is not acceptable; and to show that choices, both positive and negative have consequences. The rewards in this policy are to reinforce the principle that actions have consequences and to celebrate success.

The Board of Directors and Senior Leaders of the Academy (SLT) expect that teachers and relevant support staff have the core responsibility for managing students in their classes and around the Academy site.

The Board of Directors and staff at SCHA have made the tackling of bullying and discrimination of any kind a key priority and are clear that no form of bullying, harassment or discrimination should be tolerated (see HAT Anti-Bullying Policy, Online Safety Policy and Acceptable User Agreement). As such these issues are addressed through the Behaviour for Life policy. The evidence (through the monitoring of Behaviour Watch data and referrals indicates that bullying, harassment and discrimination is not wide-spread at SCHA) but we are aware it does happen. We always consider any complaints connected with bullying, discrimination and behaviour seriously, no matter what the circumstances, and always try to deal promptly, sensitively and efficiently with incidents when they do occur.

All parties must be aware that bullying issues are dealt with in conjunction with this Behaviour for Life policy.

4. Statement of our principles

- All students have a right to learn in a safe and secure environment.
- All teachers have the right to teach in a safe and secure environment.
- We promote high expectations, equality of opportunity, the welfare of all students and good relationships across the whole Academy community.
- The quality of teaching, learning and behaviour in the Academy are interrelated and are the responsibility of all staff and students.
- We are committed to achieving outstanding educational outcomes for all students.
- The support of all parents is essential and we expect parents to support the Academy in upholding high standards of behaviour. The Academy has a long and successful partnership with parents, which is highly valued and effective. We will continue to develop this partnership.
- We are committed to eliminating discrimination, harassment and bullying of all kinds.
- We work closely with external agencies in order to ensure the best possible provision for students and staff.
- We have high expectations in terms of: modelling good behaviour, consistency of approach and of implementation by all staff as these are all keys to success.
- Behaviour for learning is our main approach and preventative action is preferred. However, where students can behave but choose not to, there will be clear and firm strategies in place to help students to manage their behaviour.
- The Behaviour for Life policy and procedures ensure that all students and staff are treated equally and fairly. We monitor and evaluate the impact of the Behaviour for Life policy on different groups of students.
- Good behaviour in classrooms and around the Academy helps to ensure the health and safety of students, staff and visitors.
- Parents, carers, students and Academy staff all need to operate in a culture of mutual respect and consideration.
- The policy and procedures aim to develop a clear understanding in students that all actions and choices (both positive and negative) have consequences. The policy includes rewards and sanctions to develop this principle.
- Students who do not have the necessary understanding or skills to follow the Academy rules will receive behavioural support and a carefully planned response according to their needs within the Academy's resources.

- We do not tolerate:
 - Bullying or discrimination of any kind
 - Violence (including both physical and sexual violence) against another student or staff
 - Possession of illegal substances
 - Possession of weapons or other dangerous items (including items that could be used as a weapon or to cause harm)

Any student who is found to be displaying any of the behaviours above should expect a serious sanction, which may include permanent exclusion.

5. Inclusion

The Learning Zone (consisting of our Pastoral Team, Safeguarding Team and SEND Team) exists to support our students. The Learning Zone team are able to support students who find keeping to normal Academy patterns and procedures difficult as the result of their additional needs. The Learning Zone is staffed by a dedicated team of support staff and teachers. For some students that have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Early Help Assessment (EHA). A variety of other agencies may also be involved. We will consult with and keep parents and carers informed to ensure that we are able to adapt our approach as necessary.

6. Recognition

We believe that good behaviour and character should be recognised and celebrated, alongside a range of other aspects of student life including attitude, effort, achievement, progress, punctuality and attendance. The rewards system aims to do this and is as important in creating a culture of excellence as the behaviour system.

The recognition and rewards system at Sir Christopher Hatton Academy is underpinned by action research. The rationale behind the system is that the most effective way of motivating students to succeed is to recognise students' achievements and behaviour, communicate these achievements with parents and members of the Academy community, and create a culture where students feel proud to succeed.

As part of creating a culture of pride and community, the House System is used to promote teamwork, competition and challenge amongst the four houses, increase commitment towards charity and develop community cohesion across the year groups, as well as celebrate the successes of pupils and staff.

House points are awarded for good behaviour, attitude, attendance, punctuality and effort. House competitions and house assemblies take place termly to celebrate successes.

Students in Years 7, 8 and 9 also work towards developing 15 key character skills in order to achieve the Hatton Baccalaureate. These 15 character skills are linked to our core Academy values:

- Excellence:** Resilience, Self-Regulation, Determination
- Aspiration:** Open-Mindedness, Curiosity, Creativity
- Achievement:** Courage, Commitment, Verbal Confidence
- Inspiration:** Responsibility, Team Work, Social Intelligence
- Community:** Empathy, Leadership, Citizenship

The 'HBacc' values badges are awarded to students for demonstrating their competency and commitment to our core values of **Excellence**, **Aspiration**, **Achievement**, **Inspiration** and **Community**.

A final celebration takes place at the end of Year 9 through the HBacc Graduation where students can graduate at Bronze, Silver, Gold or Platinum level before they embark upon their Key Stage 4 journey.

7. Celebrating the achievement of all groups of students

The following are examples of how we celebrate achievements:

- Staff nominate students each lesson to receive the 'Team Hatton Award' based on each of the character skills and parents are emailed about their child's achievement
- Each week, a student is identified by each faculty as an 'Ambassador' for the Academy as a result of them exceeding our high expectations; they are presented with a certificate from the Principal or Vice Principal & 'Lunch on Us'
- House points are awarded for good behaviour, attitude, attendance, punctuality and effort
- KS3 students work towards the Hatton Baccalaureate and receive badges recognising their successes; students graduate to KS4 as a result of their achievement in the Hatton Baccalaureate
- Certificates are given for excellent attendance and letters are sent home
- Departments send home postcards to parents, make praise phone calls and send positive emails to parents & carers
- Heads of Year, Heads of House, form tutors, and senior staff send home letters of congratulations and organise celebration events
- Celebration assemblies take place regularly
- Some students feature in the Academy magazine and/or our social media platforms
- Rewards events occur annually to celebrate the successes of each year group

8. Aiming for Excellence

8.1 The Academy vision of 'aiming for excellence in all that we do' is the principle upon which the culture of excellent behaviour and conduct that we expect from our students is founded.

We expect students to be:

- **Ready for Excellence**, which includes being in all lessons, on time, with the correct equipment including a pencil case (containing a minimum of a black pen, red pen, pencil & a ruler - the ruler must be minimum 15cm in length; set squares and other equipment are not permitted in place of a ruler), scientific calculator, planner and a DEAR book (for Years 7, 8 and 9)
- **Dressed for Excellence**, wearing the correct uniform including a tie, blazer and correct footwear with shirts tucked in; phones and headphones should be off and away
- Displaying the correct **Attitude for Excellence** – which means that we expect students to be polite and respectful to staff & students alike; safe and responsible around the Academy site; and, on task and interested in lessons

8.2 Any student who is not 'Ready,' 'Dressed' or in school with the correct 'Attitude' for Excellence will receive a sanction. Students who are not Ready or Dressed for excellence, in line with our minimum expectations (see above and our Uniform Policy for further information) should expect to receive a Reflection (see 13.2).

8.3 We expect all students to be 'upstanding members' of the Academy community. The motto 'be an upstander, not a bystander' supports our Academy vision of creating a culture of respect, kindness and empathy to support students in making the right choice, even when no one else is

looking. Students who choose to be bystanders, i.e. choose not to report an incident or alert members of staff during an incident, should expect to receive a sanction.

9. Students conduct outside the Academy gates

We expect pupils to be proud of being a 'Hatton' student and to conduct themselves appropriately both within school and outside of school hours. We value our reputation and expect pupils to share in this pride. Therefore, the school will always consider disciplinary action against pupils if their behaviour outside of the Academy falls short of our high expectations. The law allows teachers to discipline pupils for misbehaving outside the Academy premises "to such an extent as is reasonable".

Staff may discipline pupils for:-

Misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to and from the Academy
- Wearing the Academy uniform (including images or videos posted online or on social media platforms)
- In some way is identifiable as a pupil at the Academy (including images or videos posted online or on social media platforms)

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the Academy

In all cases of misbehaviour the teacher can only **act** on Academy premises, or elsewhere when the pupil is under the lawful control of the staff member e.g. on an Academy trip.

10. Support for Students

Students are expected to 'Aim for Excellence', make the 'right' choices and display 'upstanding' behaviours at all times. There may be times that a student does not always make the right choices for which additional support may be given or sanctions may be used. The Academy is committed to supporting students to ensure that they are able to learn from their behaviours, access personalised support and make better choices in the future.

The support required for each student is assessed on an individual and case by case basis, considering any specific needs, to ensure that the most effective and appropriate actions are taken to improve student choices and behaviours. These support strategies may include:

- Time out card
- Meet and greet meetings
- Report cards
- Pastoral interventions such as Protective Behaviours
- Peer mentoring
- Staff mentoring
- Early Help Assessment (EHA)
- Pastoral Support Plan (PSP)
- Champions Plans
- Referral to counselling services (such as Service 6)

- Referral to the school nurse.
- Referral to Multi Agency Services Hub (MASH)
- Referral to external agencies which may include Child Adolescence Mental Health service (CAMHs), Educational Psychologist (EP) and Community Initiative to Reduce Violence (CIRV)

Please note: this is not an exhaustive list and not every support strategy will be used for each student.

11. Sanctions for Students

Staff should be clear that they have legal powers to uphold the Academy Behaviour for Life policy and do not need pupil or parent/carer permission for a sanction, including detentions.

11.1 Choice, Move, Remove

In lessons, we operate a three tier warning system: Choice, Move, Remove, where students are not 'Aiming for Excellence'.

Choice*: A verbal warning will be given to the student to allow them to make a better choice. A sanction may be given before the teacher decides to 'move' the student.

Move: The student will be moved within the class seating plan and will be set a Reflection (see 13.2).

Remove: The student will be sent to work within the department removal room and will be set an SLT detention (see 13.3).

If a student refuses to go to the department removal room, leaves the classroom without the teacher's permission or displays serious behaviours, On Call may be requested by members of staff across the Academy. Each On Call request is dealt with by the pastoral team and SLT on a case by case basis and further sanctions may be applied if deemed appropriate.

(* SEND students who require adaptations to this approach according to their needs, as assessed by the SEND team, may receive alternative sanctions to support their needs.

11.2 Sanctions

In addition to the three tier warning system, alternative sanction may be required. These may include many of the sanctions that may be used in response to poor behaviour choices outside of the classroom (see 11.3).

Adaptations to these sanctions may be made for SEND students to ensure that the sanction is supportive of their needs.

11.3 Sanctions outside of lesson time

If poor behaviour occurs outside of the classroom, the following sanctions may be applied according to the severity of the incident:

- Warning and reminder of the correct choices to make and the correct way to behave
- Contact with parents and carers – this may include telephone, email, text or written contact
- Break/lunch time detention
- Removal of unstructured time (break and/or lunch)
- Behaviour contract
- Restorative meeting
- Apology (verbal or written) to the affected party
- Community service – students may be asked to carry out activities which repair damage

done to the Academy site as a result of their actions or to raise the student's awareness of active citizenship as a result of their poor behavioural choices. Community service may include repairing vandalism, litter picking, running errands or tidying areas of Academy site

- Repayment of any financial losses incurred by a victim or the Academy as a result of theft or damage to property
- Confiscation (and possibly disposal) of inappropriate or restricted items (see 18 - banned items below)
- Withdrawal from access to the Academy's IT system for IT misuse (under SLT instruction)
- Reflection or SLT Detention (see 13 below)
- In-school exclusion (ISE) unit
- Suspension and in serious cases, permanent exclusion may be considered

12. Behaviour Watch (BW) & Parental Contact

This is an online system where staff are expected to report any incident of behaviour that is not conducive to successful learning. It acts as a 'real time' diary style facility. It can also track non sanction actions, interventions or contacts made to parents for information.

Parents will be notified of their children's behaviour and attitude – both positive and negative – by the Academy on a regular basis. Staff may keep students behind after 3pm if they deem it necessary to sanction or discuss a student's behaviour and the law does not require us to notify parents of this. However, if a student is required to stay in school for a longer period of time, for example, longer than 10 minutes as part of our normal practice, parents will receive a text message, phone call or email, as appropriate. **It is, therefore, essential that the Academy holds the most up-to-date contact information for all parents and carers.** It is the parents' responsibility to notify the Academy at the earliest opportunity of any changes to contact details.

Occasionally, when students display extreme behaviour or refuse to comply, it may be necessary to contact parents/carers and request that they attend the Academy to support with the behaviour of their child. In extreme cases and where the support of the parent cannot be obtained, the Academy will seek the support of external services, including the police.

13. Detentions

Detentions are used as a sanction by the Academy and may be set by any member of staff. The intention is that they act as a deterrent to discourage pupils from choosing poor behaviour or where they are not meeting the high curriculum standards expected of them in order to achieve the outcomes of which we know they are capable. Detentions are also designed to provide periods of reflection time during which pupils can come to the realisation that poor decision making has consequences.

Having chosen to send your child to SCHA, we expect and value parental support in upholding the values of the Academy through such sanctions. Any Academy staff member may set a detention at break, lunchtime or the end of the school day. Where a lunchtime detention is set, staff will allow reasonable time for the student to eat, drink and use the toilet. Academy staff have the legal power to issue detentions to pupils under the age of 18. Parental consent is not required but parents will be informed of their child's whereabouts from a safeguarding point of view if it is to be outside of the regular school day times for a longer period of time (for example, more than 10 minutes at the end of the school day). Where an after school detention is set, parents and carers will be notified by text message, and telephone call where possible, to allow alternative after school arrangements to be made for their child, should they need to do so. **Where alternative arrangements need to be made, it does not matter if making these arrangements is inconvenient for the parent or carer (DfE, 2016).** Rearranging a detention will only be done in the most exceptional of circumstances as agreed by the Co-Principals or the Vice Principals, not

as a matter of routine, not because students need to collect younger siblings and not because it causes inconvenience to parents and carers.

13.1 Whole school daily Reflection (Detention)

Reflections are centralised after school detentions which are held each day from 3pm-4pm. If a pupil is referred for this sanction then they will usually complete it on the day that it is set. Occasionally, if the reason for the Reflection occurs in the afternoon, a member of staff may decide to set the Reflection for the following evening.

- Any Academy staff member can refer a pupil for this sanction and this staff member will inform the pupil that they are in Reflection, record the incident on Behaviour Watch and inform parents via text, telephone call or email
- Failure to attend Reflection will require students in SLT detention the following evening (see below for details of SLT detention)
- The sanction for poor behaviour in Reflection will result in either SLT Detention or ISE (see 14 below)
- Alternative sanctions may be implemented for students who receive repeated Reflection detentions over a period of time
- Any students who are absent on the day that they should be attending Reflection should report to the Reflection room at 3pm on the day that they return to the Academy, even if their return is following a school holiday; students should not expect the Reflection to 'disappear' as a result of their absence.

13.2 Senior Leadership Team (SLT) detention

If a student fails to attend Reflection, an SLT detention will be set. Where a student's behaviour has been more extreme or a student has not responded to Reflections previously issued, the pastoral team may bypass Reflection and issue an SLT detention immediately. SLT detentions are held as soon as is practicable and usually the day after the misdemeanour/missed Reflection occurred but can also be set on the same day if the behaviour warrants this. SLT detention takes place from 3pm-5pm. Parents/carers will be informed prior to this sanction being set. Any students who are absent on the day that they should be attending SLT detention should report to A11 at 3pm on the day that they return to the Academy, even if their return is following a school holiday; students should not expect the SLT detention to 'disappear' as a result of their absence.

Failure to attend SLT detention will result in a day of Internal School Exclusion (ISE), see 14 below, the following day that they are in the Academy, even if this is following a school holiday.

14. ISE (In School Exclusion)

This facility is used in order to withdraw students from their mainstream lessons as a result of serious one-off incidents, continued non-compliance, truancy or a student's persistent poor behaviour. Students may also be placed in ISE whilst Academy staff complete investigations. If a student is placed in ISE, parents will be notified either the day before the ISE placement or on the day of the placement. We do not need parental permission to place students in ISE. The times of the school day in ISE are 8:35am - 4.00pm. If a student is placed in ISE, they should arrive to Main Reception by 8:30am on the morning of their ISE placement, ready to be escorted to the ISE room. Students in ISE complete curriculum work in silence, at the direction of the ISE supervisor. There are also periods of the day when Community Service or Restorative Justice Meetings may be organised.

The final hour in ISE (3-4pm) is completed in the Reflection detention room. The pastoral team will make the decision as to whether a student is placed into ISE, for what length of time and the conditions that they follow whilst in ISE. The times of break and lunch for those students in ISE is

decided upon by the pastoral team. If poor behaviour continues, further sanctions may be deployed by the Pastoral team or members of SLT.

Students will be given clear instructions as to their attitude and work rate. A daily report will be written for each student to show how they have behaved and worked. Failure to behave in ISE will result in the sanction being repeated the following day that the student is in school.

Any students who are absent on the day that they should be attending ISE should expect to complete their time in ISE upon their return to the Academy, even if their return is following a school holiday; students should not expect their time in ISE to 'disappear' as a result of their absence.

15. Suspensions

15.1 An Internal Suspension (IS) is where a student is directed to be in ISE for a period of between 1 and 5 days as a result of more serious poor behaviour or as a result of continual non-compliance with Academy rules.

If a student is placed on an IS, parents will be notified by telephone and letter. If a student is issued with an IS, they will be expected to adhere to the rules of ISE (see 14). On completion of a period of time on IS, a reintegration meeting will be held between the student, parent and pastoral/senior staff where a pupil support plan will be created to ensure that the pupil is able to successfully reintegrate into Academy life.

The Co-Principal or Vice Principal will decide whether the behaviour displayed by the student(s) warrants an IS.

The following information will be used to determine the sanction:

- The breach of the Academy's Behaviour for Life policy
- Impact on the welfare of the student or others in the Academy
- Number / recurrence of incidents
- SEND / wellbeing needs of student(s)
- Safeguarding implications for the student(s) and others

The final decision in all matters of the IS will rest with the Co-Principals.

15.2 An External Suspensions is where a student is directed not to be on main Academy site for a fixed period of between 1 and 5 days as a result of more serious poor behaviour or as a result of continual non-compliance with Academy rules.

If a student receives an External Suspension, parents will be notified by telephone and letter and it is the parents' responsibility to make sure their child isn't in a public place during normal school hours. On completion of a period of time on ES, a reintegration meeting will be held between the student, parent and pastoral/senior staff where a pupil support plan will be created to ensure that the pupil is able to successfully reintegrate into Academy life.

The following are examples of behaviours which may lead to a suspension, but is not an exhaustive list. Some of the following behaviours could also result in permanent exclusion:

- Swearing at a member of staff
- Damage to school or personal property/theft
- Being in possession of banned items
- Sexual misconduct (including sexual harassment and violence)
- Racism

- Verbal abuse/threatening behaviour to staff or students
- Refusal to comply
- Behaviour that persistently disrupts the learning of others
- Physical assault
- Bullying

After a student has been placed on a suspension there must be a “return to Academy” meeting before the student is permitted back into lessons on Academy site. This will usually be with the student, parents, relevant Head of Year and a member of SLT. If a student receives multiple suspensions, a meeting will be held between student, parents and senior Academy staff, which may include an Academy Director, to discuss the student’s future at the Academy. Alternative arrangements for a student’s education may be made. For example, the Academy may choose to use an external educational provider if they see this as appropriate. A managed move to another local school may also be mutually agreed.

16. Permanent exclusion

A decision to exclude a student permanently may be taken in response to a serious breach or persistent breaches of the Academy's Behaviour for Life policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This can occur as the result of a single severe act, an accumulation of acts over a period of time, or receiving multiple suspensions in the course of a single academic year.

See the Hatton Academies Trust Exclusion Policy.

17. Reasonable Force

We will attempt to avoid physical force in any circumstance within the Academy. However, this may be deemed necessary in particular situations. The Academy will use the recommendations set out in the Department of Education ‘Use of Reasonable Force’ guidance which relates to the Education Act 1996 and the Education and Inspections Act 2006. Details are in the Hatton Academies Trust Physical Restraint and Reasonable Force Policy.

18. Searching Students

The Academy may choose to search a pupil if they suspect that a pupil may be in possession of any items that are set out as banned within this policy (see 19 below). The search will be conducted with a member of SLT present and at least one other member of the Academy staff. This member of staff will usually (but not exclusively) be a member of the pastoral team. There must always be at least two members of staff present conducting the search, one of which will always be of the same gender to that of the student being searched. The search will be conducted within a room, rather than a public or communal area within the Academy and every attempt will be made for the process to be carried out in a discreet and sensitive manner.

A student’s possessions will be placed on an open surface. Outer items of clothing such as coats, jackets, blazers, jumpers, footwear and bags may be removed from a pupil’s person so that they can be openly searched. Pupils may be asked to show the contents of items of clothing next to their body; for example, turning out pockets, rolling down skirts and showing the waistbands of trousers or skirts.

The Academy will use the recommendations set out in the Department of Education ‘Searching, Screening and Confiscation’ as guidance and exemplified in the Hatton Academies Trust

'Searching Pupils and Confiscating Pupils' Property' policy. The Academy may also search a student's mobile phone if they reasonably suspect it has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. The Academy may also delete data or files if we think there is a good reason to do so, unless we are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

For suspected banned items (see 19 below), the Academy may ask the police or community police support officer to be present.

19. Banned items

The following items should not be brought into school. If they are, and found in the possession of a pupil, or suspected to have been brought into school by a pupil, then it is likely that one of the sanctions previously listed in this document will be applied. Any banned items found on a pupil will be confiscated and will not be returned.

This list is not exhaustive:

- Knives / weapons / an implement that has been fashioned into a weapon/tools that could be used as a weapon – including imitation weapons
- Alcohol
- Illegal drugs – including imitations
- 'Legal highs'
- Pornographic images
- Stolen items
- Tobacco and associated paraphernalia (for example but not exclusively: tobacco, electronic cigarettes, 'vapes', accelerants & solvents, matches, lighter, roll up, papers, cigarettes)
- Fireworks / pyrotechnics
- Laser pens

20. Peer on Peer Abuse

We take all allegations of peer on peer abuse extremely seriously and follow up all incidents in accordance with our Child Protection Policy. Peer on peer abuse may include sexual harassment and sexual violence.

The Academy does not tolerate sexual harassment or sexual violence and any behaviours will be sanctioned in line with this policy. Sanctions will be proportionate, considered and decided on a case-by-case basis (as set out in paragraph 464 of KCSIE).

The Academy will work with appropriate external agencies such as the Police to ensure that the incident is fully investigated and students at the Academy are kept safe. Risk assessments will be implemented to further ensure student safety and prevent harm as appropriate.

21. Mobile Phones

21.1 Mobile phones must not be out, used or visible during the lessons by students. Any mobile phone seen will be confiscated by a member of staff and placed at main reception for collection by parents/carers at the end of the Academy day. Alternative sanctions may be applied if deemed appropriate by the Co-Principal. Parents/carers will be informed by telephone or email if a student's phone has been confiscated. In this event, should parents/carers need to contact

students or vice versa during the school day, they should contact the relevant Head of Year, or main reception for emergency messages.

Teachers may choose to ask students to use mobile phones or headphones during lesson time for educational purposes only at their discretion, and they will be permitted for the monitoring of medical conditions under the supervision of the SEND team only.

21.2 Electronic devices that can capture visual or audio imagery

The term 'electronic devices' covers: mobile phones, tablets, laptops, cameras, headphones and any other device that can capture visual or audio imagery. Such devices should not be out, used or visible during lesson times by pupils. The only exception to this in the sixth form areas by sixth formers for study purposes only.

Any electronic device which disrupts learning will be confiscated by a member of staff and placed at main reception for a parent or carer to collect. The Academy allows pupils to bring electronic devices into the Academy at their own risk. However, it does not permit them to be used to take visual or audio recordings of staff, students or visitors unless permitted by a member of staff for educational purposes. The Academy will deal with bullying and harassment using electronic devices, including any incidents which take place outside of Academy hours, in accordance with this policy, the Online Safety Policy, Acceptable User Agreement and the Anti-Bullying Policy.

22. Our commitment to working with students

Students are consulted about the principles informing this policy and the details of the rewards and consequences. We believe that if students are involved in the policy there is greater ownership of the Academy's approach and greater success for all. Skills for learning and working with others form part of our PSHE too.

The Behaviour for Life policy is discussed with students in assemblies and small groups. The House Committees and Peer Support teams will also discuss the policy and its effectiveness. We aim for all students to be aware of the policy through a fair but appropriate treatment of students who disrupt learning and by celebration of success. We also undertake questionnaires with regards to bullying and behaviour which are completed by groups as well as the school community in order to inform our policies.

Students entering the Academy in Year 7 as a whole year group, or joining the Academy individually at other times are inducted into the Behaviour for Life policy. This is the responsibility of the Head of Year. Parents and students sign the Home-Academy Agreement to support this.

Students who do not have the necessary understanding or skills will receive a carefully planned approach. In some cases this may mean that the student has a modified programme of learning and framework of consequences. This may involve the student having an agreed means of removing themselves from situations where tensions are escalating. This will only be agreed by a member of SLT, Head of Year and/or SENCO. The detail of this plan will be communicated to staff involved with the student.

23. Our commitment to working with parent and carers

Sir Christopher Hatton Academy has produced this policy in consultation with parents and pupils. It is available on our website and on request from the Academy. As the agreed policy it is expected that parents and carers will support us in enforcing this policy and ensuring the highest standards of behaviour for learning and discipline in the Academy. In choosing Sir Christopher Hatton Academy and as part of the Home-Academy Agreement all parents and carers have indicated their support for this policy. If parents/carers have any concerns about how their

son/daughter has been treated or the policy enforced they should contact the Academy and try to resolve the issue with staff. In the event of any issue not being resolved the Hatton Academies Trust complaints procedure should be followed.