



Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

Excellence

Aspiration

Achievement

Inspiration

Community




Title	Behaviour for Life Policy
Reviewed	November 2023
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	J McLellan N Salisbury D Brookes
Approved	

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Glossary

AP	Assistant Principal
CP	Co-Principal
HOY	Head of Year
ES	External Suspension
IS	Internal Suspension
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 Summer term of 2023.

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 Pastoral Team, alongside the Safeguarding and SEND teams, exists to support our students. The Pastoral Team are able to support students who find keeping to normal Academy patterns and procedures difficult as the result of their additional needs. Pastoral Team is staffed with 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.

Team Hatton Awards are awarded for good behaviour, attitude, attendance, punctuality and effort. House competitions and house assemblies take place regularly to celebrate successes. These Team Hatton Awards are directly linked to our Hatton Character Qualities. Our 15 Hatton Character Qualities, which are linked to our core Academy values of Excellence, Aspiration Achievement, Inspiration and Community, are:

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

Students in Years 7, 8 and 9 also work towards developing the Hatton Character Qualities in order to achieve the Hatton Baccalaureate. 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**. At the end of Year 9, students attend a graduation celebration before embarking 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'
- Team Hatton Awards are awarded for demonstrating our Character values
- 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 our social media platforms
- Rewards events occur annually to celebrate the successes of each year group

8. Ensuring an Attitude for Excellence

8.1 The Academy vision of 'achieving excellence' 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 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
- **Ensuring an 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 Responsibility Detention (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

10.1 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 and Academic interventions
- 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.

10.2 SCHA Stages of Support

In order to ensure a consistent approach to supporting students, the pastoral team will utilise the SCHA Stages of Support document (see Appendix 1).

The purpose of this document is to ensure consistency in monitoring the behaviour of students at the academy. Each Support Stage outlines support strategies which students might access when they are on each stage.

Students may be placed on any Support Stage dependent on their behaviour and the level of concern regarding their behaviour. Support listed in each Support Stage will be dependent on the student and is subject to change.

Parents will be contacted regularly and will be requested to attend meetings to discuss behaviour progress.

The Academy reserves the right to issue any sanction to students and make adaptations to the above where needed depending on student behaviour.

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 Classroom Behaviour

In lessons, we expect students to display excellent behaviour at all times, consistently ensuring an attitude for excellence. Students are given prompts on how to behave in lessons. Where students are not displaying an 'attitude for excellence', they may be removed.

We pride ourselves on our Hatton Character Qualities. In particular, when in lesson it is important that students **Self-Regulate** in order to be successful.

On occasions where students do not demonstrate this Hatton Character Quality, students may receive a sanction. This will be clear to all students through a visual resource in all classrooms (Appendix 3).

In order to facilitate excellent classroom behaviour, as an Academy we ensure a 'Strong Start' to all lessons. This is based on our Principles of Pedagogy, which underpins our Teaching and Learning strategy.

Ensuring a 'Strong Start' means that there is a **safe, predictable and consistent** environment for all students and staff. The routine for a Strong Start is followed by all members of academy teaching staff. (Appendix 4)

1. Self-Regulate

We expect students to be able to self-regulate, but recognise that students may need support with this. When a student is self-regulated they are in control of their behaviour and take **responsibility** for their actions.

2. Reminder to Regulate

We recognise that sometimes students may not be able to self-regulate and therefore, may need a prompt or reminder to regulate in the classroom environment.

Examples of behaviours where students may need this reminder are:

Not demonstrating an attitude for excellence

- Calling out
- Low level disruption
- Rough play
- Being unkind
- Failure to complete homework
- Poor language choice
- Phone out (This should be confiscated)

We encourage staff to use a variety of strategies to support the regulation of students, including, but not limited to:

- A subtle check-in or reminder to stay on task
- Time out and discussion away from peers
- Move to a different seat within the class
- Conversations with parents/carers

In addition to these in-class strategies, staff may also issue additional sanctions to students, including, but not limited to:

- Being kept behind at the end of the lesson to discuss behaviour choices
- Break/lunch time detention
- One-hour after-school reflection

3. Remove

In the event that a student's behaviour escalates beyond the **reminder to regulate**, there may be no further option other than to **remove** the student to ensure the learning and welfare of other students is not compromised.

Examples of behaviour which may lead students to be removed are:

- Repeat behaviours from above
- Unable to self-regulate despite support and reminders
- Excessive rudeness/answering back
- Persistent refusal to follow request

If a student is removed from a lesson they will receive a one-hour after-school reflection. If a student is removed from the lesson, home will be contacted to discuss the reasons for this removal.

If a student refuses the removal, or causes disruption in the removal room, then On Call will be summoned and the student will receive a two-hour SLT detention after school.

4. Oncall

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, such as suspensions, may be applied if deemed appropriate.

Examples of behaviours which may lead to Oncall being summoned (this list is not exhaustive):

- Repeat behaviours from above
- Refusal of removal or poor behaviour in the removal room
- Directed verbal abuse/swearing towards staff or other students
- Physical assault
- Use of derogatory language
- Damage of property or Equipment

If **ONCALL** is requested for the above reasons, students will receive a 2-hour after school detention. In some instances, further investigation will be required and an alternative and more serious sanction may be appropriate.

In all cases of behaviour, the Academy reserves the right to issue any sanction to students and make adaptations to the above where needed depending on student behaviour.

(*) 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. For how this applied to students with ADHD, please see Appendix 2.

11.2 Sanctions

In addition to the classroom expectations, 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. Alternative arrangements for SEND students may be outlined in a Champions Plan which will be communicated with the teaching staff of students as required.

Detentions/Reflections	<p>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.</p> <p>Reflections are after school between 3 – 4 pm and are designed to provide periods of reflection time during which pupils can come to the realisation that poor decision making has consequences.</p> <p>Failure to attend a reflection will result in an SLT detention being set.</p>
SLT Detentions	<p>Failure to attend Reflection results in an SLT detention. Where a behaviour more serious, or there has been a lack of positive</p>

	<p>response to Reflections, the pastoral team may directly issue an SLT detention. These detentions occur promptly, usually the day of or after the incident, from 3pm-5pm. Parents are informed beforehand. If a child is absent, the SLT will be rescheduled. Students should not expect the SLT detention to 'disappear' as a result of their absence.</p> <p>Failure to attend SLT detention will result in a day of RESET (Internal School Exclusion), see below, the following day that they are in the Academy, even if this is following a school holiday.</p>
RESET	<p>RESET is used for serious incidents, non-compliance, truancy, or persistent poor behaviour, and during investigations.</p> <p>Parental notification occurs either the day before or on the placement day, and consent is not required. RESET hours are 8:35am–3:15pm, with students reporting to Main Reception by 8:30am. They work silently, supervised by staff, and may engage in Community Service or Restorative Justice Meetings. The pastoral team determines placement duration, conditions, and break/lunch times.</p> <p>Continuous poor behaviour may lead to more severe sanctions by the pastoral team or SLT. Students receive daily reports, and failure to comply results in repetition or escalated sanctions.</p> <p>Any students who are absent on the day that they should be attending RESET should expect to complete their time in RESET upon their return to the Academy, even if their return is following a school holiday; students should not expect their time in RESET to 'disappear' as a result of their absence.</p>
Internal Suspension	<p>Internal Suspensions (IS) are issued for serious misbehaviour or ongoing non-compliance, these will last between 1 and 5 days.</p> <p>Parents will be notified by telephone and letter. Students in IS must adhere to RESET rules, as above. After IS, a reintegration meeting with the student, parent, and pastoral/senior staff creates a pupil support plan for successful reintegration.</p> <p>The Co-Principal or Vice Principal decides if IS warranted, considering factors like policy breaches, welfare impact, incident frequency, SEND/wellbeing needs, and safeguarding implications.</p> <p>The final decision rests with the Co-Principals.</p>
External Suspension	<p>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.</p> <p>If a student receives an External Suspension, parents will be notified by telephone and letter and it is the parents' responsibility to make sure that their child is not in a public place during school hours.</p>

	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
Permanent Exclusion	<p>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.</p> <p>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.</p> <p>See the Hatton Academies Trust Exclusion Policy.</p>

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
- Responsibility Detention
- 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)
- RESET (In-school exclusion)
- Fixed Term Internal/External 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.

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

There are a number of different sanctions which staff may set for students and details of these can be found below.

Parents' support in upholding Academy values is crucial. Staff can assign sanctions at various times without requiring parental consent for pupils under 18. For after-school detentions, parents are notified via text and call, allowing time for alternative arrangements to be put in place. Detention rearrangements are in exceptional circumstances only and require approval from Co-Principals or Vice Principals. **Where alternative arrangements need to be made, it does not matter if making these arrangements is inconvenient for the parent or carer (DfE, 2016)**

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 To ensure that all students are 'Ready of Excellence', mobile phones and headphones must be off and away during the school day. We operate a 'see it, hear it' policy on mobile phones and other electronic devices. Mobile phones must not be seen or visible during the school day. Any mobile phone seen or heard will be confiscated by a member of staff and placed at main reception for collection.

Please see Mobile Phone Policy for further details.

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. 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 and wider Pastoral Team. 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.

Appendix 1

Displaying an Attitude for Excellence			
Support Stage	Possible Reasons	Possible Actions	Staff Responsible
Attitude for Excellence	<ul style="list-style-type: none"> 100% Attendance and Punctuality 0/Low Behaviour Points Ready, Dressed and Attitude for Excellence 	<ul style="list-style-type: none"> Standardised letter template home Hatton Value Awards (badges) Hatton Awards Positive phone call home 	All Hatton Staff

Stages of Support			
Support Stage	Possible Reasons	Possible Actions	Staff Responsible
Support Stage 1 – Classroom Intervention	<ul style="list-style-type: none"> LLD Lesson removal 	<ul style="list-style-type: none"> Restorative Conversation Sanction Contact Home 	Class teacher HoD
Support Stage 2 – Early Intervention	<ul style="list-style-type: none"> Multiple lessons removals Persistent poor behaviour First time new addition to Top 10 	<ul style="list-style-type: none"> HoD/Form Tutor Report (2 weeks with clear targets) Parental contact 	HoD Form Tutor
Support Stage 3 – Head of Year	<ul style="list-style-type: none"> RESET – multiple stints Repeated high level behaviour 2 x Terms in Top 10 	<ul style="list-style-type: none"> PSP – HoY to lead initial meeting and follow up HoY Report (2 weeks – clear targets) Parental Meeting (as above) Referral to external agency (OFPCC for example) 	HoY Pastoral Team Welfare Team
Support Stage 4 – SLT Wave 1	<ul style="list-style-type: none"> Suspension No progress/moved up top 10 	<ul style="list-style-type: none"> Emergency PSP review with HoY and SLT 3 Week SLT Report with actionable targets Internal behaviour intervention (1-1 or internal AP) 	HoY SLT Pastoral Team Welfare Team
Support Stage 5 – SLT Wave 2	<ul style="list-style-type: none"> Multiple suspensions 3x Terms in top 10 with no improvement in behaviour 	<ul style="list-style-type: none"> Emergency PSP review with SLT + HoY SLT Report – 3 weeks – measurable targets (weekly review call with parents) External AP/Managed move considered at this stage <p>Risk of Permanent Exclusion</p>	HoY SLT Pastoral team
Support Stage 6 – Co-Principal Intervention	<ul style="list-style-type: none"> Failed MM Unsuccessful AP Placement 	<ul style="list-style-type: none"> Co-Principal Report – 3 weeks – weekly parental meetings Re-integration through internal AP RoE Meeting with Directors 	Co-Principal

Appendix 2

Adjustment to Behaviour Policy for Student Diagnosed with a neurological condition such as ADHD '*reasonable adjustments to policies and practices*'

Sir Christopher Hatton Academy is a fully inclusive school where we recognise and support neurological conditions, such as ADHD. We consider it of paramount importance to ensure that students with ADHD are not discriminated against and have the best possible chance to achieve in school, in a nurturing and supportive environment. We recognise that our behaviour policy cannot work for every student, and strategies implemented must be regularly reviewed with appropriate adjustments in place.

Stage 1:

Initial Meeting when concerns arise to agree on appropriate adjustments to the Behaviour Policy, and consistent classroom strategies.

Stage 2:

These adjustments should be formalised in writing and shared with staff who should submit confirmation that they have read the advice.

At this point, a Champions Plan may be considered.

Stage 3:

Students who are diagnosed with, or are on the pathway to be diagnosed for, ADHD, and have reasonable adjustments in place, may be referred to the Educational Psychologist or another appropriate professional who can support the academy in identifying further strategies for improvement for the student.

Stage 4:

Every 6-10 weeks, the plan in place should be reviewed alongside the behavioural record of the student to ensure that the adjustments are effective and reasonable.

Each update should be shared with staff, and staff should be encouraged to contribute to the amendments through review meetings/team around the child meetings.

Examples of reasonable strategies**	Reasonable Adjustment Amendment to Behaviour for Life Policy**
Increased use of praise in the lesson and use of positive framing	Team Hatton Awards given to student for completing tasks which they usually struggle with. Quickly settling into the lesson, completing the starter or positively contributing to the lesson
Fidget Toy	Adapted version of RESET and other sanctions
Short/chunked tasks	Additional time given to students for self-regulation
Post it notes/indicator cards to show warnings	Sensory breaks given away from the lesson
Teacher Directed Sensory Breaks	More time being supported in understanding what 'self-regulation' is
Seating Plan Adjustments	

**this is not an exhaustive list and other reasonable adjustments may be considered on a case by case basis and with consideration of learning needs the student may have

Self-Regulate

At this stage you are self-regulating and can respond to subtle reminders to stay focused



Reminder to Regulate

At this stage you need support to self-regulate. Your teacher will help you with this



Remove

You are not demonstrating an attitude for excellence, despite support offered by your teachers



Strong Start

Principles of Pedagogy

1 Stand in the corridor

2 Meet and Greet every student

**3 Immediate Retrieval Starter
before WALT**

4 Complete the register

**5 Circulate the room and
positively engage students in
Retrieval Starter**