



Behaviour for Life Policy

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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 learn in a safe and orderly environment and we ensure students achieve excellence.

2. Consultation

This Behaviour for Life Policy was produced in consultation with our staff, students and parents/carers throughout the academic year 2024-25.

3. Background and purpose

At Sir Christopher Hatton Academy (SCHA) our five core values are: **Excellence**, **Aspiration**, **Achievement**, **Inspiration** and **Community**. Through our high expectations and high quality, consistent and inclusive teaching and learning; we promote student responsibility, open mindedness and respect. The purpose of this policy is to educate all stakeholders on behaviour expectations at SCHA to develop a culture of celebration and excellence. This ensures we fulfil our duty of care to students and employees. The Behaviour for life policy enables outstanding teaching, learning and high standards of progress & attainment and to preserve the reputation of the Academy.

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 Classcharts data and referrals) indicates that bullying, harassment and discrimination is not widespread 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 foster a culture of celebration through a range of reward strategies.
- 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 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.
- 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. Achieving Excellence

At Sir Christopher Hatton Academy all students are supported to flourish and achieve excellence.



At Sir Christopher Hatton Academy we...



Attend Lessons, On Time



Respect Others

Never Litter



Keep Electronics Away

Are always...



&



Dressed... Ready...

for EXCELLENCE



Are Upstanders, not Bystanders



Always Take Responsibility

...ACHIEVE EXCELLENCE

Excellence

Aspiration

Achievement

Inspiration

Community

Excellence underpins our core expectations, students must 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
- **Demonstrating 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 actively engaged in lessons

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).

6. Uniform

We have a robust and clearly defined Uniform Policy and we expect all students to be Dressed for Excellence.

Should a student not wear the required uniform, in the required manner, the school may take the follow actions:

- Seek an immediate solution and lend uniform to students in return for their mobile phone or other personal possession which will be safely stored at student reception
- Allow the student to return home and correct their uniform following parental consent

- If a student refuses solutions offered by the academy, the student will spend the day in RESET or may be suspended

For full details regarding the academy uniform, please refer to our Uniform Policy.

7. Culture of Celebration

At Sir Christopher Hatton Academy we support all students to flourish. We celebrate student achievements both inside and outside the classroom in order to foster a strong sense of belonging amongst our academy community – Team Hatton. We reward students in line with our Hatton Character Qualities which are underpinned by our Hatton Values.

Our core Academy values are **Excellence**, **Aspiration**, **Achievement**, **Inspiration** and **Community**. Our Hatton Character Qualities, underpinned by the overarching values are:

Excellence: Resilience, Self-Regulation, Determination

Aspiration: Open-Mindedness, Curiosity, Creativity

Achievement: Courage, Commitment, Verbal Confidence

Inspiration: Responsibility, Teamwork, Social Intelligence

Community: Empathy, Leadership, Citizenship

Students' achievement, effort and behaviour will be recognised and celebrated in a variety of ways such as:

- Praise and encouragement
- Positive Phonecalls
- Team Hatton Awards
- Character Cards
- Ambassador of the Week
- Excellence Award
- Head of Year/Head of Key Stage Awards and Assemblies
- Co-Principal Special Recognition Award
- Certificates and Badges
- Attendance Awards
- Regular celebration assemblies
- Award Ceremonies – HBACC Awards, Graduation, Awards Evenings
- KS3 students work towards the Hatton Baccalaureate and receive recognition their successes; students graduate to KS4 as a result of their achievement in the Hatton Baccalaureate

Our Culture of Celebration Pyramid shows the different levels of reward that students can aspire for in their daily pursuits to achieve excellence.



In addition, 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 awards are presented 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.

As well as our individualised approach to celebration, we create a wider culture of belonging, pride and community through our House System. 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.

8. Attendance and Punctuality

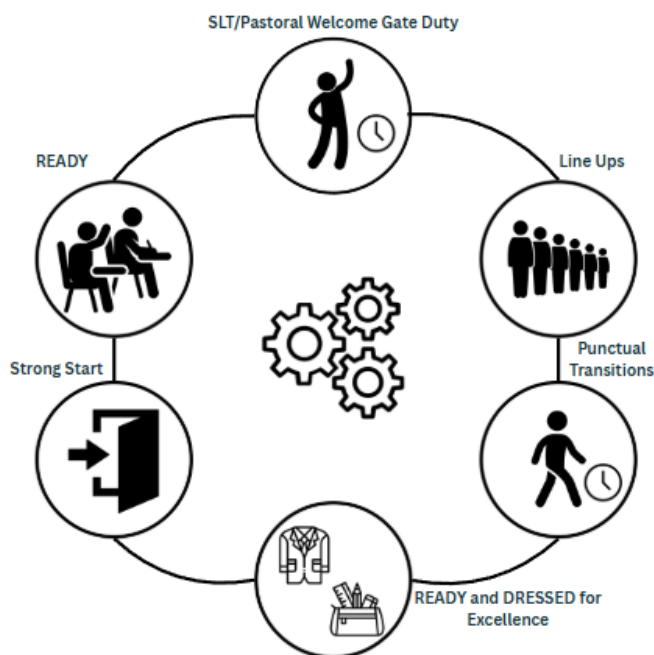
The highest levels of punctuality and attendance ensure academic attainment. Therefore, we encourage all students to strive for 100% attendance. Students who are successful in achieving 100% attendance are celebrated each half term with Team Hatton Awards and other attendance rewards.

Punctuality to school is really important for us so that all students can ensure they have a Strong Start to the school day. Students who are late to school and arrive after the 8:30 bell have an immediate same-day lunch time Responsibility Detention. If a student chose not to attend this detention, it is escalated to an after-school reflection.

Similarly, good punctuality to lessons is vital to ensure learning time is maximised. Students who arrive to lesson after the 4-minute late bell, will receive an L mark on the register and be issued a next day Late to Lesson Reflection for 40 minutes after school. If students do not attend this sanction, it will be escalated.

9. Routines

Routines are vital to ensure the highest standards of Behaviour and Teaching and Learning. Our routines and systems are followed rigorously to ensure all student can be successful in a safe, calm and predictable environment.

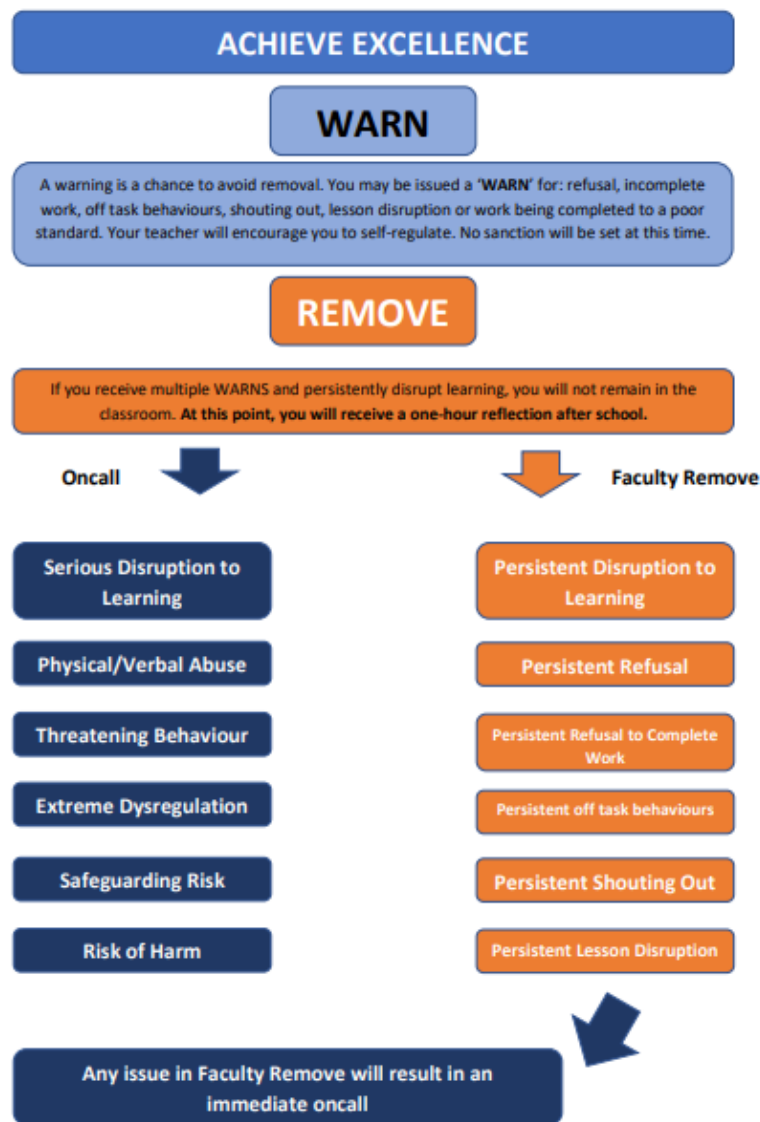


10. Behaviour for Learning – In Class Behaviour and Sanctions

If students make poor choices regarding their behaviour or attitude sanctions will be applied. Parents/carers should be clear that staff 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/reflections. The staff member will always consider the context of behaviour when applying sanctions, it may be that earlier sanction stages may need to be bypassed due to more serious behaviour occurring.

10.1 Classroom Behaviour Process

In lessons, we expect students to achieve excellence at all times. Students are given reminders 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. At SCHA students can demonstrate **self-regulation** by being in control of their behaviour, taking responsibility and recognising the consequences of their action.

We fundamentally believe that every student is entitled to disruption free lessons, we will not tolerate disruption to learning from any student. Where a student’s behaviour is disruptive to others they will be warned. If this disruptive behaviour continues, they will be removed.

1. Achieve Excellence

At SCHA students achieve excellence. Students should attend all lessons READY and DRESSED for Excellence and should display an ATTITUDE for Excellence throughout. Students should also use their Self-Regulation tools to be successful.

2. Warn

We recognise that sometimes students may not be able to self-regulate or they may need reminding about how to achieve excellence. Students will receive a 'Warn' for this behaviour and this will be logged on ClassCharts

Examples of behaviours where students may need this reminder are:

- Not demonstrating an attitude for excellence
- Calling out
- Low level disruption
- Being unkind
- Poor language choice
- Phone out (this will be confiscated)

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

- A subtle warning 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 who require a warn, including, but not limited to:

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

3. Remove

In the event that a student's behaviour escalates beyond the **Warn**, 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 following a warn
- 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 40-minute after-school reflection. If a student is removed from the lesson, home will be contacted to discuss the reasons for this removal. A restorative conversation may also take place to facilitate the positive reintegration of the student to the classroom.

If a student refuses the removal, or causes disruption in the removal room, then On Call will be requested and the student will receive a 1.5 hour SLT detention after school.

4. On Call

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 On Call 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 a student, a sanction will be considered and set by the pastoral team and/or SLT. In some instances, further investigation will be required.

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.

10.2. Behaviour for Life – Out of Class Behaviour and Sanctions

We expect students to demonstrate upstanding and excellent behaviour both in and out of the classroom. Where poor behaviour occurs outside of the classroom, the following non-exhaustive sanctions list 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
- Removal of unstructured time (break and/or lunch)
- 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
- Withdrawal from access to the Academy's IT system for IT misuse (under SLT instruction)
- Reflection or SLT Detention
- RESET
- Fixed Term Internal/External Suspension
- Permanent Exclusion

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.

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/reflections, parents are

notified via ClassCharts and by the class teacher, allowing time for alternative arrangements to be put in place. Detention/reflection rearrangements are in exceptional circumstances only and require approval from Co-Principals or Vice Principals regardless whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent (DfE, 2022).

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 Pupil Passport or Adapted Behaviour Plan which will be communicated with the teaching staff of students as required.

Responsibility Detention	As part of ensuring students are consistently achieving excellence, we insist that all students take responsibility by being Ready and Dressed for Excellence and arriving on time to school. Failure to meet this expectation will lead to a 20-minute Responsibility Detention during their lunch time.
Late to Lesson Detention	At Sir Christopher Hatton Academy, all students should attend lessons on time to ensure a Strong Start to their lesson. Failure to meet this expectation will result in a 40-minute after-school detention with their Head of Year/Head of Key Stage.
Reflection	Reflections 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. Reflections are after school between 3 – 3:40 pm and are designed to provide periods of reflection time during which pupils can accept that poor decision making has consequences. Class teachers may also decide to set their own Class Teacher After School Detention. Failure to attend a reflection will result in an SLT detention being set.
SLT Detentions	Failure to attend Reflection results in an SLT detention. Where a behaviour more serious, or there has been a lack of positive response to Reflections, the pastoral team may directly issue an SLT detention. These detentions occur, usually the day of or after the incident, from 3pm - 4:30pm. 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. Failure to attend SLT detention will result in a day of RESET, see below, the following day that they are in the Academy, even if this is following a school holiday.
RESET	<p>RESET is used for serious incidents, non-compliance, truancy, or persistent poor behaviour, and during investigations of incidents.</p> <p>Parental notification occurs either the day before or on the placement day, and consent is not required. RESET hours are usually 9:00am–15:30 pm (unless it is coupled with an after-school sanction), with students reporting to Student Reception by 9:00am. They work silently, supervised by staff, and may engage in Community Service or Restorative Meetings. The pastoral team/SLT determine 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 meeting with the student, parent, and pastoral/senior staff is always required before reintegration.</p> <p>The Co-Principal or Vice Principal decides if Internal Suspension is warranted, considering factors like policy breaches, welfare impact, incident frequency, SEND/wellbeing needs, and safeguarding implications. The final decision rests with the Co-Principals.</p>
External Suspension	<p>An External Suspension 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. An off-site direction 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</p>

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.

11. Serious Incidents

It is impossible to create a list of all possible serious incidents, but the below non-exhaustive list serves as an indication of the types of incidents that are considered by the academy to be serious:

- physical assault against a pupil – including fighting
- physical assault against an adult
- verbal abuse and threatening behaviour against a student or adult
- instigating violence by involving others in our school community or from outside
- carrying/use of fireworks
- bullying
- derogatory language
- theft both in or out of school
- handling of stolen items
- damage
- persistent refusal to follow the request of staff
- serious IT breaches
- drug/alcohol related incidents – including possession and use
- possession of weapons – including replica weapons
- possession of any banned or prohibited items
- making malicious allegations against a staff member
- inciting others to break rules or be violent
- behaviour which brings the academy into disrepute – both on and off site
- behaviour which causes anxiety or upset to others
- filming, photographing or electronic recording of incidents
- deliberate misuse of the fire alarm

Serious incident, such as those mentioned above, will be fully investigated and may result in the most severe sanctions, including suspension or permanent exclusion.

Incident in schools are to be investigated and pass the civil standard of proof of being more likely than not to have occurred and / or have been committed by a student. The above, non-exhaustive, list may also result in a report being made to the police.

12. Support for Students

Students are expected to achieve excellence, make the 'right' choices and display 'upstanding' behaviours at all times. There may be times where a student does not always make the right choices for which additional support may be given or sanctions may be issued. 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:

- Teacher directed time out
- Meet and greet with trusted adult
- Report cards
- Pastoral and Academic interventions
- Peer mentoring
- Staff mentoring
- Early Help Assessment (EHA)
- Pastoral Support Plan (PSP)
- Pupil Passports
- 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.

12.1 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 could be accessed.

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.

13. Inclusion

The Pastoral Team, alongside the Safeguarding and SEND (Special Educational Needs and Disabilities) 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.

14. Students conduct outside the Academy gates

We expect all students to conduct themselves appropriately outside of the school gates as 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 behaviours such as, but not limited to:

- Theft
- Anti-Social Behaviour
- Poor conduct on school trips
- Inappropriate use of online technology for example cyber bullying
- Verbal abuse of students and/or staff or members of the public
- Physicality

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
- Brings the reputation of the academy into disrepute

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

15. ClassCharts & Parental Contact

ClassCharts is our online Behaviour and Reward recording tool. All students and parents/carers are expected to create an account to monitor behaviour and rewards.

Parents will be notified of their children's behaviour and attitude – both positive and negative – by accessing the ClassCharts system or through contact with the academy. 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 notification 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.

16. 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.

17. 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 Banned Items). 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 as 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.

18. 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/tool that could be used as a weapon – including imitation weapons
- Alcohol
- Illegal drugs – including imitations
- 'Legal highs'
- Pornographic images and video
- 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
- Energy drinks
- Game Consoles
- Any item that may be/has been used to commit an offence, cause damage or injury to person or property

19. Peer on Peer Abuse

Sir Christopher Hatton Academy has a zero-tolerance approach to any form of child-on-child abuse ensuring that we act immediately and proportionately to any disclosures, allegations or concerns raised or identified. This may include, although not limited to, child-on-child sexual violence, sexual harassment and online incident.

More information can be found in our Safeguarding Policy.

20. Mobile Phones

To ensure that all students are achieving 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 Student Reception for collection.

Please see Mobile Phone Policy for further details.

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 Student 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.

21. 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 (Special Educational Needs Coordinators). The detail of this plan will be communicated to staff involved with the student.

22. 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

Achieving Excellence			
Support Stage	Possible Reasons	Possible Actions	Staff Responsible
Achieving 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"> Letter home Character Cards 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 	<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 	<ul style="list-style-type: none"> PSP (Pastoral Support Plan) – HoY to lead initial meeting and follow up HoY Report (2 weeks – clear targets) Parental Meeting (as above) Referral to external agencies (OFPC for example) Internal Behaviour Interventions 	HoY Pastoral Team Welfare Team
Support Stage 4 – Head of Key Stage	<ul style="list-style-type: none"> No progress on the above or escalation of behaviours 	<ul style="list-style-type: none"> PSP review with HoY and Head of Key Stage 3 Week Head of Key Stage Report with actionable targets Internal behaviour intervention (1-1 or internal AP (Alternative Provision)) 	HoY SLT Pastoral Team Welfare Team
Support Stage 5 – SLT	<ul style="list-style-type: none"> Multiple suspensions Ongoing non-improved behaviour 	<ul style="list-style-type: none"> PSP review with SLT + HoY SLT Report – 3 weeks – measurable targets (weekly review call with parents) External AP/off-site direction considered at this stage <p>Risk of PermEx at this stage</p>	HoY SLT Pastoral team
Support Stage 6 – Co-Principal Intervention	<ul style="list-style-type: none"> Failed off-site direction Unsuccessful AP Placement 	<ul style="list-style-type: none"> Co-Principal Report – 3 weeks – regular parental meetings Re-integration through internal AP RoE Meeting with Directors 	Co-Principal

Appendix 2 - Adjustment to Behaviour Policy for Student Diagnosed with ADHD

'Reasonable adjustments to policies and practices'

Sir Christopher Hatton Academy is a fully inclusive school where ADHD is recognised and a neurological disorder and disability. 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 proper adjustments in place.

Stage 1:

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

Stage 2:

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

At this point, a Champions Plan may be considered.

Stage 3:

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

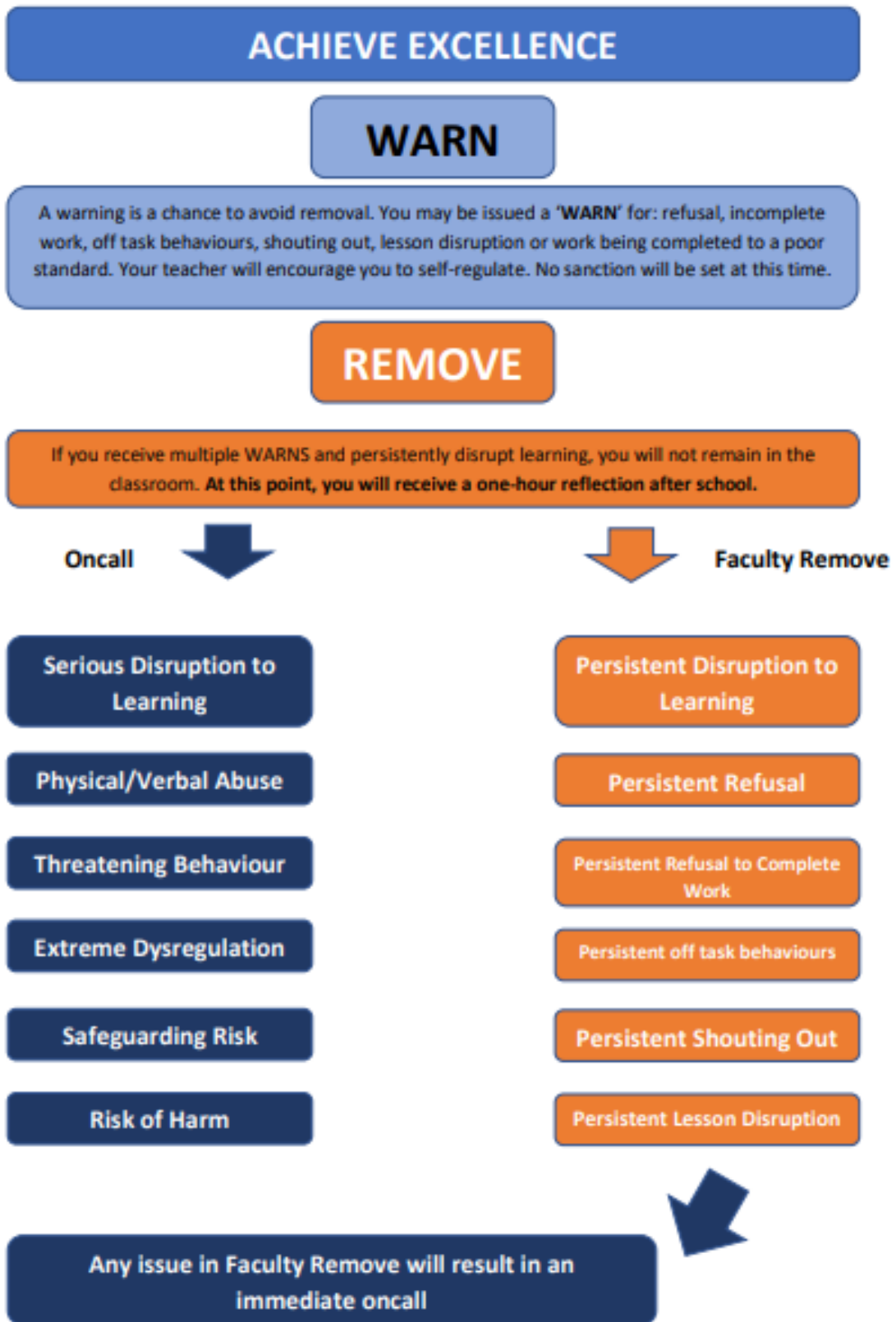
Stage 4:

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	Team Hatton's 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	Time outs given away from the lesson
Time Out Strategies	More time being supported in understanding what 'self-regulation' is
Seating Plan Adjustments	
Time away from the lesson	

**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



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**