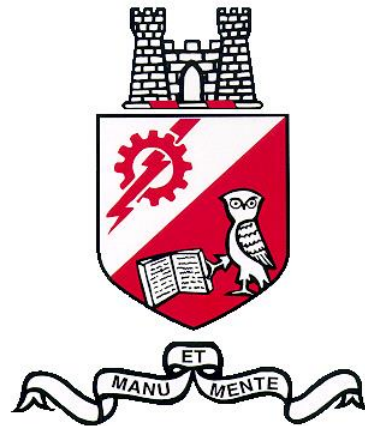


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Behaviour Policy

which includes the Anti-Bullying Policy
and Exclusions Policy

Policy Date	September 2022
Policy to be reviewed	September 2023
Signed	
Headteacher	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform and equipment
- Poor punctuality

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Malicious allegations against staff or pupils
- Sexual assault (intentional sexual touching) and sexual harassment (which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Theft
- Fighting
- Smoking
- Failure to attend detentions
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or any drug paraphernalia (in school or on the way to and from school)
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying (Anti-Bullying Policy)

This section has been developed following consultation with Pastoral Governors, Pastoral Staff, Senior Leadership Team, and Students and is in line with DfE guidelines.

It is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2022.

4.1 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4.2 Definition and ethos

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At this school we take bullying very seriously and recognise the need for support for all students involved. Bullying can negatively affect the wellbeing and academic performance of students and as such the school are committed to preventing it. To do this we;

- Monitor and review practice regularly
- Encourage positive student/staff relationships
- Recognise that some members of our community may be more vulnerable than others.
- Will intervene promptly when bullying is identified
- Ensure pupils know that bullying will be dealt with sensitively but also that it is never ok to bully someone.
- Ensure that all members of the community understand that we must work together to uphold the anti-bullying policy.
- Learn from our mistakes, and also good practice from other local schools.
- Use open communication with parents/carers with all aspects of bullying.

At West Hatch bullying is, therefore:

- Knowingly and deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take many forms (these are examples and not an exhaustive list):

Type of bullying	Definition
Emotional	excluding (e.g. making others not talk to one person), tormenting (e.g. hiding books, throwing possessions around, making fun or humiliating someone, offensive body language, including 'cutting eyes').
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racist/Islamophobic/sexist/homophobic/transgender:	Taunts, graffiti, gestures, 'jokes', mimicking, use of terms in an inappropriate way (e.g. gay),

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. It can include the use of inappropriate pictures or text on websites or social media that leads to the humiliation of others. Or the use of texting, Snapchat, Whatsapp, Facebook or other social network to send messages

Information on child on child abuse can be found in Keeping children safe in education. The most recent version is found at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Bullying can also include name calling, taunting, mocking, making offensive comments; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Inhibited
- Bullying can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

4.3 Responsibilities in dealing with Bullying.

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

4.4 Responding to Bullying

If bullying is reported it will be investigated thoroughly. Once the investigation is completed, the necessary intervention will be put in place which may include a sanction but will always involve the perpetrator being warned that further acts of a similar nature will result in more serious consequences. The school recognise that students sometimes make mistakes in their behaviour and therefore nasty comments are not always bullying and can sometimes be naïve or reactive. It is also our view that a perpetrator's intentions are less important than the victim's perception. Our students need to be aware that their actions may be interpreted differently by different people.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- All parties involved will be interviewed.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions and support for individuals will be implemented, in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place entirely off school site or outside of normal school hours (including cyberbullying), the school will support parents in dealing with it.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at the use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school behaviour and discipline policy.
 - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Sexual violence or sexual harassment

- The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school**
- Discrimination***

- Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.
- Any discriminatory incidents are dealt with by the member of staff present, escalating to a HOY/SLT staff member where necessary.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

4.5 Responding to and reporting incidents

It should be clear to students and staff how they report all incidents. All staff, teaching and non-teaching, and students should view dealing with incidents as vital to the well-being of the whole school. There's no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve pupils or not. However, there is a requirement to report such incidents on a termly basis to the governing body and an annual report is reported to governors for specific incidents.

5. Roles and Responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Seeking support when needed from other members of staff

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in their decisions when dealing with student behaviour
- Support the school in ensuring their child has the right attitude in all aspects of the curriculum.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1 Uniform expectations

It is expected that all students wear the correct uniform at all times. Where there is a medical condition that prevents this, students should have evidence from a doctor to confirm the issue. Temporary injuries can be covered with a note from parents but there must be an agreed time scale for recovery before a doctor's note is required. Uniform instructions can be found in the uniform section of the website, but some key points are detailed below.

- Always wear blazers and ties correctly to and from school;
- Never bring hooded tops, only a plain black, Grey or Dark Blue proper outdoor jacket;
- Grey blank v neck jumpers should be worn in Year 7-10 and plain black v neck jumpers in Year 11. No labels may be seen, and cardigans should not be worn. No round neck jumpers are allowed.
- Trousers should not be worn below the waist with no underwear should be showing;
- Nail varnish should be transparent.
- Jewellery – The only jewellery allowed is one pair of plain discrete studded earrings gold or silver. A religious symbol may be worn around the neck if it is tucked away. All other jewellery will be confiscated, and conduct cards signed.

6.1.1 Skirt length

Skirts should not be rolled up and should be knee length (in keeping with the professional and smart look required of our formal learning environment). Students persisting in wearing their skirt incorrectly, will be sanctioned. Should a student refuse to follow the instruction to wear their uniform correctly, they will be immediately isolated from lessons until they comply with the school rules.

6.1.2 Make up

We ask that only very discrete makeup is worn by our students. Conduct slips will be given to individual and students not conforming with the school's expectations sent to student services to remove it. Where a student fails over three times to conform with the school rules, they will be placed on Make-up report with a member of staff. If the issue is not resolved, students will subsequently be internally excluded each time they fail to comply with the school rules.

6.1.3 Piercings

A single ear piercing is allowed in each ear where a small stud earring is worn. All other piercings are not permitted, and we will ask students to remove them regardless of whether the piercing will close up. Students who fail to comply will be placed in isolation until the jewellery is removed. This includes lip, tongue, eyebrow and nose piercings along with additional earrings.

6.1.4 School shoes

Trainers are not permitted as part of our School uniform. Failure to wear the correct shoes will result in being given a pair of our school shoes for the day in exchange for the student's mobile phone. Students who refuse to do this will spend 2 days in isolation. One for the uniform infringement and one for the failure to comply with the sanction. Please be mindful when buying shoes that a lot of shops market trainers as "back to school shoes".

6.1.5 Hair styles

There may be no extremes of haircut: no patterns or styles that may draw attention to the student for example Mohicans, shaved or very short hair, shaved onto the head and hair colour must be natural.

7. Rewards and sanctions

West Hatch endeavour to recognise all positive behaviour and have found that collaboration with home regarding our praise is the best method of rewarding students. The following is a (non exhaustive) list of the attributes we try to recognise.

Be determined and persevere	Keep trying even when you find something difficult Completing the work in class to the best of your ability Completing all homework to the best of your ability
Be respectful	Following the teacher's instructions Speaking in a respectful manner to all members of the school community Get on with your work quietly and remain in your seat. Do not litter the school
Be responsible	Managing your emotions Following the school rules e.g. <ul style="list-style-type: none">- Not chewing gum- Not having your mobile phone out Being polite to students and staff Being mature Taking responsibility for my actions
Be considerate	Listening when someone else is talking Helping other students Helping your teacher

	Putting your hand up to answer a question in class Arriving on time to lessons Thanking you teachers
Be ready to achieve	Having all equipment ready for lesson. Arriving at the lesson ready to learn and achieve Appropriate behaviour for learning Completing all work set to the best of
Be proud	Wearing your uniform properly Willing to share ideas or work with other pupils Motivated Showing care in your work

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime or after school (S2, S3, S4 or C3)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' (There are many depending on the level of behaviour (Green, Amber, Red, Subject, Late, Uniform etc.)).
- On call (*)
- Isolation (**)
- Isolation at another centre (***)

- Fixed term exclusion
- Community service (****)
- Alternative provision (*****)
- Permanent exclusion

*If a student is disruptive in a lesson and reaches a C3 they may be placed in the departments on call room which is usually with students of a different year group. They are expected to complete all the same work as they would if they were in the class

**if a student behaves in a way that is deemed to be either serious, or persistent enough, they will be placed in “isolation” for a period of time. If they are in for more than a day, they must attend at 10.00am until 4.00pm. Missing a detention is deemed a serious behaviour and therefore failure to attend any afterschool detention results in isolation the following day.

*** If a student behaves in a way that is deemed to be either serious or persistent enough, they will be placed in isolation at another centre. This is where a student is sent to spend a period of time at another school in their isolation facility. If this sanction is applied, it is the parent’s responsibility to get the student to and from the named school on time. The student should wear full uniform and take a packed lunch with them.

****Community service is a sanction where students undertake a task that supports the running of the school. It is applied to students who fail to clear their plates from the canteen amongst other things. It can involve litter picking or canteen clear up amongst other things.

***** The Headteacher can direct students to alternative provision as a measure to improve behaviour or to avoid permanent exclusion. Alternative provision can take a number of forms, but most commonly it is a PRU (Pupil referral unit) which is an external agency who would take over the day to day teaching of the student. Or our internal alternative provision (IAP).

Furthermore, pupil’s behaviour will be taken in consideration when allocating places on school trips, activities and in school events. If a student has been poorly behaved previously then they will not be invited to attend school trips, activities and in school events. Any pupils who are placed on amber report will be subject to an SLT review before being given permission to attend an event or trip. Pupils can also be removed from school trips as a result of poor behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site if the behaviour has impact on the safety or wellbeing of the rest of the school body, or brings the school’s reputation into disrepute.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7.4 Internal Alternative Provision (BOA)

Where a pupil has persistently disrupted the learning of other students in the school due to their behaviour the decision may be made to place that student on the IAP. The students will receive a broad and balanced curriculum whilst always maintaining the principle that their behaviour should not impact on the learning or safety of other pupils in the school.

This provision may be used in any year group based on the decision of the head teacher.

As a standard practice, all students who join the IAP will have an altered day where they do not attend lunch time with the rest of the school body, instead they have a working lunch

Students are warned about being placed on the IAP at every stage of the behaviour system, and parents are told that it is a possibility well before the decision is made. A final warning letter will be sent which allows around 4 weeks for the student to show improvements.

This is a system that the school has invested heavily in to try to reduce permanent exclusions and referrals to PRU's.

7.5 Suspensions

<https://www.gov.uk/government/publications/school-exclusion>

In line with the guidance above, when unacceptable behaviour is displayed by a student in which they either seriously impact upon the learning of others, put in jeopardy the safety of the other students or staff in the school, seriously impinge upon the smooth running of the school or the wider community as a whole or repeatedly refuse to do as they are told, a student will receive a suspension.

The nature and length of the suspension are at the discretion of the Head teacher and will be impacted upon by both the severity of the case in question and the students' previous behaviour record. To avoid these the school employ a number of alternatives

7.5.1 Internal Isolations

Internal isolations take place in our isolation unit situated in T11. Students who receive an internal isolation will not follow the same school day as the rest of the school. They will be expected to be in school to start the exclusion at 10.00am, and must sign in. They will be required to leave the school site at 4.00pm. If a pupil who has been internally isolated for the day arrives at school before 10:00am then they will remain outside the Head of House office until 10:00am and an additional punishment will be issued.

While in Internal isolation students will be given a short lunch break, short break during the day and will not be allowed out of the isolation room unless they need the toilet. They will be provided with work which they must complete to a satisfactory standard. The first session of the day will be literacy focused so pupils will be expected to come to seclusion with appropriate reading materials. Pupils will be expected to complete behaviour reflection booklets and are also expected to participate in community service during the time in seclusion; this is to give back to the school community. Community service could involve collecting of recycling, assisting staff or litter picking.

Pupils are requested to hand their phones to the member of staff supervising the area upon arrival.

Should a student either fail to attend on time, behave inappropriately or not complete a satisfactory standard of work, they will either be given further days of internal exclusion or suspended. A reintegration meeting will be required for any internal exclusion over 1 day.

7.5.2 External Isolations

The Headteacher may decide to exclude a student to another centre. On these occasions the timing of the day will be decided in conjunction with the external centres policies. West Hatch staff will visit/liase the student regularly/closely with the hosting centre to ensure they are fulfilling the requirements of the isolation and the reintegration meeting will be completed at West Hatch with feedback from the external centre received.

The student will work in isolation in the same way they would in an internal isolation.

7.5.3 Suspensions

External exclusions are considered for extreme behaviours, or behaviours that have occurred a number of times. They are not however considered for serious offenses that may warrant a permanent exclusion. During external exclusions, parents have a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. Parents may receive a penalty notice from the local authority for the above on the dates specified. If so, it will be for the parent to show reasonable justification.

Students may on occasion receive a mixture of different types of exclusion as their sanction. These will always run concurrently.

7.5.4 Reintegration meetings

Following all suspensions, parents are required to attend a school-based meeting with the student to be reintegrated back into school. No student will be permitted to return to lessons with other students until they have been reintegrated with their parents.

7.5.5 Permanent Exclusion

In principle a decision to exclude permanently will be taken in response to:

- Serious or persistent breaches of the school's discipline and behaviour policy,
- If allowing a pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school,
- A serious one-off offence.

The following instances are not exhaustive but provide examples of the sorts of offences where the Headteacher may decide to exclude a student permanently.

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- carrying or supplying an illegal drug (with or without payment)
- carrying or supplying an item of drug paraphernalia; or
- carrying or supplying an offensive weapon (including imitation weapons)

These might also include the following instances where other appropriate support and interventions have been tried with an unsatisfactory response from a student:

- Further persistent disruptive or defiant behaviour;
- One further serious theft or persistent petty theft;
- One further serious act of vandalism/graffiti or persistent minor vandalism/graffiti;
- Further repeated unsolicited acts that upset others;
- Further repeated use of banned substances such as drugs, alcohol or cigarettes/vapes;
- Further negative behaviours which deliberately influence or harm younger students, vulnerable students or any situation where there is an imbalance of power in relationships.

The school definition of 'supply' is the same as that used by the Metropolitan Police, namely *"The supplying of a controlled substance (or weapon) to any other person for payment or otherwise"*.

Any individual found making malicious allegations against a member of staff will also be regarded as having committed a serious breach of this behaviour policy which may warrant a permanent exclusion.

It would be against the principles of natural justice to permanently exclude in every instance, so all incidents will be dealt with individually. An investigation will consider the following factors:

- the circumstances leading to the incident;
- the nature of the incident;

And if an incident is:

- serious and/or sustained or;
- pre-mediated or;
- involves drugs or weapons or;
- follows a previous warning;

If the offence is likely to have occurred within the balance of probabilities, then it is likely to be a strong case for the recommendation of permanent exclusion to the Governing Body.

7.6 Inappropriate Sexual Behaviour

The school will under no circumstances accept pupils involving themselves in any form of inappropriate sexual behaviour during the school day or on the school's grounds. As set out in our Harmful Sexual Behaviour and Child on Child Abuse policy, we will act immediately where there are concerns regarding **Child on Child sexual abuse** (when a young person commits an act of sexual violence or harassment against another child). Sexual harassment, that is unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting will be treated extremely seriously. Sexual violence and sexual assault (intentional sexual touching) will not be tolerated by the school. Any behaviour that is deemed inappropriate will be dealt with extremely seriously by the school with appropriate sanctions put in place for all pupils involved. Where necessary, social services and in turn the police will be informed via the referral process.

8. Behaviour management

Good behaviour in a school is key to its success. It enables teachers to teach, it allows students to express themselves and it is a key part in ensuring the safety and wellbeing of all the key members of our community. At West Hatch we believe that a united approach from

all concerned is the best way to ensure that pupils both know how to behave and learn from their mistakes. We are passionate about fostering a positive culture in the school and although we have a behaviour management strategy and procedure for staff to follow, and students to understand, our foundations for good behaviour are based on positive working relationships and mutual respect. Sanctions and rewards are essential parts of what we do here but without meaningful relationships and a culture of care they are ineffective in creating a school where behaviour is excellent.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We expect staff to teach the principles of good behaviour for learning explicitly and use a variety of acronyms to promote this. SLANT, SHAPE, STEPS and WATCH currently.

They will apply the 5 pillars of good behaviour management

<p>Quality Lessons</p> <p>All lessons must be fit for purpose. Planned and resourced. They should be pitched at an appropriate level for all students. Live marking should take place.</p>	<p>Seating plans</p> <p>West Hatch insist on seating plans being enforced. Where possible, boy girl is preferred.</p>	<p>High Expectations</p> <p>Disruption will not be tolerated in lessons. Students must be challenged as soon as they disrupt learning. Expectations are regularly reiterated.</p>	<p>Silence</p> <p>Staff must insist on silence when they are speaking to a class. We encourage periods of silent working in class too.</p> <p>Use SLANT.</p>	<p>Explain Sanctions</p> <p>Sanctions must be issued along side an explanation. They are a last resort where a student is unable to alter their behaviour. Parents should be contacted.</p>
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Disruptive behaviour in class is dealt with using “chance”, “choice” and “consequence” approach. Students are given a chance when they get distracted or begin to disrupt learning. If they then continue, they are spoken to about the fact that they are making a choice to get it wrong if they continue and are often asked to move seats at this stage. We recognise that all young people will make a mistake and be tempted to talk at one stage or another but we cannot allow these mistakes to hinder the learning of others. If students fail to correct their behaviour after a chance and a choice they are given a consequence. This is known as a C3. The C3 means that the pupil leaves the lesson to either go to a separate room in the department or to isolation for a period of time. They receive an after school detention for one hour. The teacher will call home to communicate the events that led to this sanction so that parents can reiterate the schools expectations.

Standards

High standards are a precursor to good behaviour and in turn high attainment. As such certain aspects of behaviour are non-negotiable at West Hatch. For example, we expect all students to wear the correct uniform, complete homework, not swear, try hard and be on time (not an exhaustive list).

We consider failure to adhere to these standards to be a choice and therefore they carry a sanction at one of 4 levels.

S1 – behaviour is recorded – no sanction given until repeated occurrences.

S2 – Behaviour is recorded and sanctioned - 30 minute after school detention

S3 – Behaviour is recorded and sanctioned - 1 hour after school detention

S4 – Behaviour is recorded and sanctioned – 1 hour 30 minute same day detention

Use of Detentions

The school uses detentions for a range of behaviours ranging from low-level disruption to truancy. It is recognised that a detention alone does not address the reason for the behaviour or explain the impact that the behaviour has on others.

For all afterschool detentions, attendance is compulsory and non-negotiable. Non-attendance to a centralised after-school detention is considered a significant breach of the policy as it indicates a lack of acceptance of responsibility and therefore is met with pupils being collected during Period 4 the next day and taken to our internal isolation room where they will finish school at 4pm. The original detention will then be sat the following day. Should pupils fail to attend the original detention again, in addition to being sent to internal isolation again, the original detention will convert into a headteacher's detention set the following week on a Wednesday for 90 minutes.

Some teachers may elect to keep students in at break or lunch time to modify any poor behaviour as they see fit.

After school detentions will be communicated via e mail to parents at least 24 hours before the detention is due to be sat with the exception of the S4 same day detention which will be communicated by a phone call.

If there is an issue it is expected that the student or parent will address it prior to the detention being sat and not after the detention has been missed. In these circumstances, the student will be placed in isolation. The school will only accept medical appointments as grounds for rearranging a detention.

Extreme Behaviour

One off behaviours that are indicative of a poor choice being made that could lead to potential harm of others, undermining staff authority or significantly disrupting the school. These are met with a duty call out where a member of SLT attends. The level of sanction can vary depending on the situation but can include detentions, isolations or exclusions. Examples include (but not exhaustive);

- Constant or aggressive swearing
- Fighting
- Dangerous behaviour
- Persistent defiance despite being given time to calm down

Homework

Homework completion is considered a behaviour at West Hatch. It is part of the process of learning independently and preparing for future lessons, but more importantly it is a huge part of learning discipline. There is a no excuses policy for homework completion. If a student doesn't complete their homework, they will be placed in the next available department detention. These run once per week and the students will complete the outstanding work in the detention. They run from 3.15pm until 4pm for Years 7-8 and 3.05 to 4pm for Years 9-11.

Lateness to lesson

West Hatch operates a two-bell system. These bells will be sounded at the beginning of school, break and lunchtime. The initial bell will let students know that they need to make their way to lessons. The second bell indicates that they should be at their lessons and ready to enter the classroom. Students that are late will get an S2 automatically unless they have a note. Teachers must be present to welcome the students into the classroom at the second bell. They must also be present out in the corridors and walkways reminding students to make their way to lessons.

Truancy

Truancy from lesson will not be tolerated. Truancy from one lesson will result in an hour detention afterschool from that subject area. Truancy from more than one lesson will result in a day in isolation.

Investigating poor behaviour

Where an incident has occurred within school or the local community it is necessary for the school to carry out an investigation. This may involve pupils being removed from lessons in order to write a statement or be questioned by a member of staff. At this point, all pupils' mobile phones will be removed so that they cannot communicate with other pupils and therefore hinder the investigation process. The length of time pupils are removed from lessons during the investigation will depend upon their involvement in the incident being investigated but will be kept to a minimum

8.2 Physical restraint

Section 93 of the Education and Inspections Act enables school staff who are in charge of students to use force as is **reasonable** in the circumstances. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The key extracts are below:

School staff can search a pupil for any item if the pupil agrees.

- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may at times be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

West Hatch may move students between sides of the year for behavioural reasons both within the year and between years.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Fair access protocol requests that exclusion data is shared prior to a place being offered for example

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff are taught to use positive behaviour management strategies alongside punitive sanctions. Behaviour management will also form part of continuing professional development.

11. Mobile Phone Policy

Our discussions with pupils at the school recognises that mobile phones have become part of young people's lives outside of school and as such we should play a part in educating our students in regulating their use and helping them to understand what constitutes misuse. However, there is strong evidence to show that mobile phones seriously impairs one's ability to concentrate. As such, all students are expected to hand their phones in for the duration of each lesson. Students who do not do this and are caught will have their phone confiscated for one week. **This will include evenings and the weekend.** Repeat offences will result in longer confiscations.

They are also not allowed to use phones whilst walking between lessons. This includes the use of headphones. Using your phone while walking between lessons will result in confiscation as shown below. We do allow students to use their phones at break and lunch time.

- 1st confiscation - student collects at the end of the day

- 2nd confiscation - parents must collect from school

- 3rd confiscation - meeting with parents and student must hand their phone to student services

Please be reminded that all valuables that are brought into school are the responsibility of you as parents and the student themselves. We can't take responsibility for any damage that might happen as a result of items being used in school. In addition, we still strongly advise that in emergency situations where you may need to contact your son or daughter, you do so via the school office and not directly.

Sixth Form - Outside of lessons

Sixth Form students are extended the privilege of using their mobile phone around the school (inside and outside). They are given permission to use small in ear headphones to listen to music if they wish but not the large over the ear headphones.

All misuse of mobile phones will be dealt with severely and the trust that has been afforded will be revoked.

Should a student be found to be misusing their phone to take pictures of people against their will or without their knowledge or to cause upset or harm to others we will sanction them along with an extended period of time where they must hand in their phone every day.

Sixth Form students are also expected to place their mobile phones in pockets **during lessons** unless the teacher expressly invites them to use them in class. Students who do not do this and are caught will have their phone confiscated for one week. **This will include evenings and the weekend.** Repeat offences will result in longer confiscations.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body every year. At each review, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Harmful Sexual Behaviour / Child on Child Abuse Policy
- Online Safety Policy
- Home School agreement

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Equipment

A working pen, pencil, ruler, green pen and exercise book (or folder where appropriate).

List of Essentials:

Pencil case

2 Pens

2 Pencils

Green biro or thin tipped pen

Coloured Pencils

Sharpener

Eraser

Ruler

Glue Stick (optional)

Scientific Calculator

Compasses

Protractor

Dictionary(optional)

For Sixth form the equipment lists consists of:

Pencil Case

2 Pens

2 Pencils

Sharpener

Eraser

Ruler

Plus Highlighter x 2

Scientific Calculator (Maths/Science students only)

Lined paper

Tippex or any other form of liquid paper is not allowed in school.

Appendix 3 – other Behaviour Expectations

Behaviour in the Canteen:

- Students must queue sensibly in pairs as instructed by staff and posters explaining the times they should arrive at the canteen
- Students must use a tray, sit to eat and ensure all waste is placed in the bin and all plates and cutlery is returned for washing
- The canteen gets very busy; students should treat the space respectfully and hygienically
- Students should only be there whilst eating and should tidy up and leave promptly
- Students who leave a mess will help clean up the mess for 25 minutes or for longer beyond a first offence.

Bus:

Stay seated at all times
Be considerate
yourself
Hands & feet to yourself
Act responsibly
Talk quietly
Queue sensibly

Bathrooms:

Flush toilets
Wash hands
Put paper towels in basket
Act responsibly
Report any problems

Breaktimes:

Be considerate
Hands and feet to
Act safely
Good listening
Small Groups (7)
Act responsibly
Be outside the buildings

Smoking/Vaping: Any student caught smoking will be sent to isolation and a letter sent home to parents. Persistent smokers will be detained for a series of lunchtimes and eventually parents invited for a meeting at school, prior to exclusion.

Appendix 4 – Sanction list

Type of Log	Description	Sanction
S1 –uniform S1 - Corridor conduct S1- Chewing/feating indoors S1 – lack of equipment	Wrong uniform worn in school Running, pushing, shouting etc. chewing gum or eating in the school not having the correct equipment during form time checks or lesson	No sanction
S2 – late to school S2 – late to lesson S2 - Persistent incorrect uniform S2 – Persistent lack of equipment S2 – Insufficient homework S2 – Swearing S2 – Insufficient Classwork	arriving to school after the bell has gone at ?? arriving to lesson late form tutor to log when 5 S1 uniform logs are set form tutor to log when 5 S1 lack of equipment logs are set set by teacher if homework is submitted but is of poor quality or incomplete use of swear words where staff deem there to be to little classwork completed during live marking	30 minute after school
S3 – No homework S3 – Truancy S3 – Conduct at break time S3 – out of bounds S3 – use of banned words	Where no homework is submitted despite it being recorded on SMHW Where a student truants a lesson where duty staff deem behaviour at break time to be inappropriate or dangerous when a student is found in an area that is out of bounds. when a student is heard using words that are listed as racist, homophobic or misogynistic	1 hour after school
C3 – Significant disruption to class	when a student does not change behaviour after being given a "chance" and a "choice"	
Persistent corridor conduct	Logged by tutor when 3 S1 corridor conduct logs are set.	3 days Community service
S4 – Walked away from class	When a student walks out of class and leaves the department area	1.5 hour same day after school
Extreme behaviour	Any behaviour in class that endangers the safety of others or deliberately undermines the teacher. Duty should be called in these circumstances.	Situation dependant