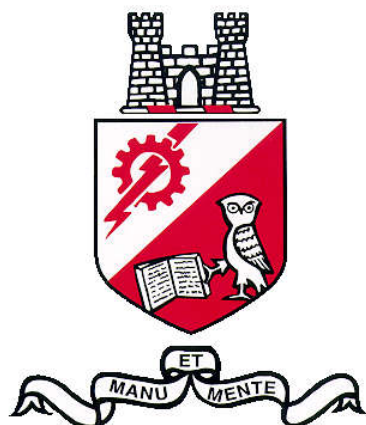


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Behaviour Policy Including: Anti-Bullying Policy and Exclusion Policy

Policy Date October 2025

Policy to be reviewed October 2026

Signed by the Headteacher

*Schafer* ✓

Ratified on the 10<sup>th</sup> December by the Chair of Governors

*Adrian Hine*

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## 1. Aims

At West Hatch High School, we are committed to providing a calm, respectful and aspirational environment where every student can thrive both academically and personally.

To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;

To promote an atmosphere where achievement is respected and valued by all;

To establish effective working relationships and encourage mutual respect amongst members of the school community

To secure an environment where effective teaching and learning is able to take place;

To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviour displayed

To work closely with parents and students to encourage good behaviour and to establish positive patterns of behaviour where there are difficulties;

Our *Behaviour Policy* reflects our belief that positive relationships, clear expectations and a strong sense of community allow all students to achieve ***The Best That I Can Be.***

### Our Three Pillars

1. **Academic Excellence** – enabling every student to fulfil their potential through high expectations, challenge and support.
2. **West Hatch Spirit** – promoting pride, belonging and contribution to our school and wider community.
3. **Character Education** – developing confident, respectful, resilient young people who embody our SPIRIT values and lead by example.

These pillars underpin every aspect of school life and guide the way we teach, learn and behave together.

### **SPIRIT Values**

Our SPIRIT values define the culture and expectations for everyone in our community:

- S** - **Self-Discipline** – Managing effort, behaviour and attitude to meet high standards.
- P** - **Perseverance** – Showing resilience and determination in pursuit of goals.
- I** - **Integrity** – Acting with honesty and doing what is right, even when no one is watching.
- R** - **Respect** – Treating others, ourselves and our environment with care and dignity.
- I** - **Independence** – Taking ownership of learning and choices.
- T** - **Team West Hatch** – Contributing positively to our shared success and sense of belonging.

Together, the **Three Pillars** and **SPIRIT Values** create a consistent foundation for behaviour and inclusion – ensuring that every student feels valued, supported and ready to learn.

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## 3. Definitions

At West Hatch High School, our motto is simple yet powerful:

***“To be the best that I can be.”***

This guiding principle shapes our approach to education and our commitment to every student. It reflects our belief that aspiration, self-discipline, and determination enable all young people to succeed — both in school and beyond.

West Hatch is a school built on three clear aims — the pillars that underpin all that we do:

1. **Academic Excellence:** We ensure every student is challenged, supported and inspired to make exceptional progress through high-quality teaching and a relentless focus on learning. Success at West Hatch is not just a goal; it is a habit built through effort, resilience and consistency.
2. **West Hatch Spirit:** Our community is one where kindness, empathy and respect are celebrated daily. We are proud of our inclusive culture, where diversity is valued and every individual feels welcome and supported. Our SPIRIT values – *Self-Discipline, Perseverance, Integrity, Respect, Independence* and *Team West Hatch* – guide how we treat one another and help every student thrive as part of a positive, caring environment.
3. **Character Education:** We believe that education is about developing the whole person. Through our Character Charter and wide range of enrichment opportunities, students learn to be respectful, responsible, considerate, proud and ready to achieve. These qualities prepare them not just for exams, but for life.

For the purpose of this document the word ‘staff’ refers to paid staff, volunteers or visitors.

### **3.1 Misbehaviour is defined as:**

- 3.1.1 Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- 3.1.2 Non-completion of classwork or homework
- 3.1.3 Poor attitude
- 3.1.4 Defiance
- 3.1.5 Incorrect uniform and equipment
- 3.1.6 Poor punctuality
- 3.1.7 Behaviour that brings the school into disrepute, in and out of the school environment.

### **3.2 Serious misbehaviour is defined as:**

- 3.2.1 Repeated breaches of the school rules
- 3.2.2 Any form of bullying
- 3.2.3 Malicious allegations against staff or pupils
- 3.2.4 Intimidating actions or threats, verbal threats, or violent behaviour to staff, volunteers, and pupils. This could include social media messages to staff.
- 3.2.5 Sexual assault, which is unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 3.2.6 Sexual harassment or abuse, including sexual language, intimidation or coercion
- 3.2.7 Peer on peer abuse
- 3.2.8 Sexting
- 3.2.9 Vandalism
- 3.2.10 Theft
- 3.2.11 Fighting
- 3.2.12 Smoking/ Vaping
- 3.2.13 Failure to attend detentions

3.2.14 Racist, sexist, homophobic or discriminatory behaviour, including language, gestures or intimidation

3.2.15 Possession of any prohibited items. These include and are not exclusive to:

- Mobile Phones,
- Knives or weapons,
- Alcohol,
- Illegal drugs (for example edibles & THC vapes) or any drug paraphernalia in school or on the way to and from school,
- Stolen items,
- Tobacco and cigarette papers,
- vapes including e-cigarettes,
- 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 the property of, any person (including the pupil)

## 4. Bullying - Anti Bullying Policy

**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.

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 that pupils know bullying will be dealt with sensitively but also that it is never ok or acceptable to bully anyone
- 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 learn from outward facing networks, and see good practice from other similar schools

At West Hatch, bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include but is not exclusive to:

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

West Hatch High School also recognise that bullying can also include (again not exhaustive): name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Bullying can also be emotionally abusive. It can cause severe and adverse effects on children's emotional development.

Information on child on child abuse can be found in DFE's *'Keeping Children Safe in Education'* The most recent version is linked above under 'legislation'.

Any disclosures or incidents of bullying are reported and recorded in line with our safeguarding procedures. Staff who observe, witness or receive a disclosure of bullying using the Safeguarding Portal – *'My Concern'*.

All incidents of bullying are investigated and followed up by the Pastoral Teams. Families of all involved students are contacted, restorative practices are put in place, and sanctions are given in line with this Behaviour Policy.

The school recognises that all parties involved in bullying may be victims, and sometimes the behaviour of the bully may be a 'cry for help' or an indicator of abuse. If this is the case the school will follow up in line with the Safeguarding and Child Protection Policy.

Details of the school's approach to preventing and addressing bullying can be found below:

**Member of staff who receives the disclosure records on MyConcern as 'bullying' or 'cyberbullying'**

**DSL/DDSL will share details of the disclosure with the relevant Pastoral Team**

**Pastoral team will launch a formal investigation into the disclosure and collect statements from all students involved.**

**HOY will decide and agree on any action to be taken/ follow up/ sanction. Communication home made with relevant students/ families.**

**HOY to update MyConcern once final decisions have been made – Behaviour policy followed once category/ decision is reached**

The table below is used to assess the nature of the disclosure:

<b>CONFLICT</b>	<b>RUDE</b>	<b>MEAN</b>	<b>BULLYING</b>
Occasional	Occasional	Once or twice	Is Repeated
Not planned, in the heat of the moment	Spontaneous, unintentional	Intentional	It is planned and done on purpose
All those involved are upset	Can cause hurt feelings, upset	Can hurt others deeply	The target of the bully is to cause upset
All those involved want to work things out	Based on thoughtlessness, poor manners, narcissism	Based in anger, impulsive cruelty	The bully is trying to gain control over the target
All those involved accept responsibility	Rude person accepts responsibility	Behaviour often regretted	The bully blames the target
An effort is made by all involved to solve the problem	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	The target wants to stop the bully's behaviour; the bully does not

## **Anti Bullying Policy**

This section has been developed following consultation with Governors, Senior Leadership Team, Pastoral staff and students and is in line with DFE guidelines.

It is based on the 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*' 2025.

### **4.1 Links to Legislation**

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

- Education and Inspections Act 2006 (and 2011)
- Equality Act 2010
- Children Act 1989, 2004, Children and Families Act 2014
- Education (Independent School Standards) Regulations 2014 and revised DFE Guidance on the Independent School Standards in April 2024
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986

### **4.2 Forms of bullying covered by the Policy**

This is covered above generally in the table but exhaustively.

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**

To explain the approach to address and approach bullying as identified above, we will investigate if bullying is reported it will be investigated thoroughly.

All reports of bullying will be taken seriously, investigated thoroughly, and followed by appropriate intervention. Sanctions may be applied, and perpetrators will be warned that repeated behaviour will lead to more serious consequences. The school recognises that some unkind behaviour may result from poor judgement rather than deliberate bullying, but the victim's perception remains central.

### **When bullying is reported, the school will:**

- Deal with the concern immediately.
- Support the targeted student and involve them in decision-making where appropriate.
- Interview all parties involved.
- Inform the Designated Safeguarding Lead if there are safeguarding concerns.
- Notify staff and parents/carers where appropriate.
- Implement sanctions and support measures for those involved.
- Consult external agencies (e.g., police, social care) if necessary.
- Support parents with incidents occurring off-site or online.
- Record all incidents, decisions and actions in line with school procedures.

### **4.5 Responding to Cyberbullying**

When cyberbullying concerns arise, the school will:

- Act immediately once an incident is identified or reported.
- Support the person targeted and work with the perpetrator to prevent recurrence.
- Encourage victims to keep evidence (e.g., screenshots).
- Take steps to identify the perpetrator through system checks, witness interviews, or contacting service providers/police.
- Work with individuals and online services to stop the spread of harmful content and remove offending material.
- Confiscate/search electronic devices where lawful and appropriate.
- Request deletion of content that breaches school policy.
- Apply sanctions and provide support to change the perpetrator's behaviour.
- Inform the police where a criminal offence may have occurred.
- Provide guidance to staff and pupils on staying safe online, including:
  - not responding to abusive messages,
  - blocking or removing contacts
  - reviewing what personal information is shared publicly.

## **5. Roles and Responsibilities**

### **5.1 The Governing Body**

The Governing Body 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
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- The final decision regarding behaviour, achievement and suspension lies with the Headteacher, and the Headteacher can make decisions regarding students without parental consent. The Head Teacher can direct students to alternative providers if their behaviour is significantly disruptive to the learning of others, or if students pose a significant health and safety risk to themselves or others.

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Logging Behaviours
  - All behaviour events should be logged using the online recording system, SIMS. This platform links to Edulink which parents have access to. All staff are trained to use SIMS. When logging behaviours staff should provide clear, concise and accurate account of the behaviour they have witnessed. Behaviours have been tiered and the school expects for teaching staff to take responsibility for their own behaviour management, and ensure that sanctions are timely and appropriate.
- Staff are aware that any details regarding a behaviour incident, that is logged on SIMS, can be viewed by any member of staff, the Headteacher, chair or governors and in some cases parents via the Edulink app. The language used must reflect this and avoid opinion, emotive language and slang. Details should be written up verbatim and factual.
- Communication with home
  - It is essential that the school has a clear line of communication with the parents of students at the school. There is an expectation that teachers will contact home to discuss any behaviour concerns they have regarding students.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

- Sign and agree to the Home School Agreement. In signing and agreeing to the Home School Agreement parents are agreeing to the content and application of this behaviour policy.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

### 6.1 Student code of conduct:

Students 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 students to learn
- Move respectfully 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

From 2025 Year 7 students joining the school will also be asked to sign the Character Charter – see Appendix 6

### 6.2 Behaviour in lessons

All students are expected to display behaviours which show respect for their own learning and the learning of others. This includes arriving for lessons on time, being fully equipped for learning and have a positive learning attitude which always allows others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display positive learning behaviours will receive praise and recognition. The school and staff will also use positive behaviours and peer modelling as a form of positive reinforcement and as a behaviour management tool to set and celebrate expected standards.

Students displaying negative behaviours will be challenged in line with the school's range of disciplinary sanctions. This includes off task behaviours which interrupt the learning of others and demonstrating challenge or defiance towards members of staff.

See Section 7 Rewards and Sanctions

### **6.3 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 navy outdoor coat;
- Grey plain 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 showing. Failure to adhere to this persistently will result in pupils being required to wear braces for an extended period of time to prevent the same problem occurring.
- Shirts and blouses should be tucked in unless outside at break and lunch time. Repeated failures to comply with this will result in break and lunch detentions.
- 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 a behaviour log may be issued.

#### **6.3.1 Skirt Length**

Skirts should not be rolled and should be on the knee. This is in keeping with the professional and smart look that is required of our formal learning environment. Students that persist in wearing their skirt incorrectly will be required to wear school trousers instead of a skirt. Should a student refuse to follow the instructions to wear their uniform correctly, they will be immediately isolated from lessons until they comply with the school rules.

#### **6.3.2 Make up**

We ask that only discrete make up is worn by our students. Student not conforming with the schools expectations will be 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 a monitoring report with a member of staff. If the issue is not resolved, students will be subsequently placed in internal isolation each time that they fail to comply with the school rules.

#### **6.3.3 Piercings**

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

#### **6.3.4 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 and / or trainers they are wearing. Students who refuse to do this will be placed in isolation. Please be mindful when buying shoes that a lot of shops market trainers as 'back to school shoes'.

### **6.3.5 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 on to the head, hair colour must be natural. Any beads that are worn in the hair should be neutral colours (black, white or clear).

### **6.4 Behaviour out of lessons**

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, the way in which students act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. All students have a community responsibility not to support any inappropriate behaviour and have a responsibility to report any instances to a member of staff.

High standards of presentation are required at all times when wearing the school uniform.

Positive behaviours are expected, including setting high standards in terms of appearance and moving around the school site in a manner which is orderly and respects the health and safety of others. All students are expected to respect their school environment which includes disposing of litter appropriately at all times. Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to correct inappropriate or incorrect items of uniform by confiscating non-uniform items, by contacting parents or by sending students home with notice to change.

### **6.5 Behaviour outside of School**

Students who breach the school's code of conduct or behaviour policy whilst on school business such as trips and sports fixtures, will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, and which are not connected with school business, this policy will still have effect if there is a clear link between behaviour and maintaining good behaviour and discipline among the student community as a whole. In these cases, students will be sanctioned for **Bringing the School into Disrepute**.

This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some way identifiable as a student of the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

### **6.6 Homework**

Homework for Years 7 – 11 is published on the DPR platform. There are no automatic reminders – students need to be independent to check their homework on a daily basis. 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 detention.

## 6.7 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. Repeated lateness will lead to escalation of sanction that can include loss of break and lunch times amongst other things.

## 6.8 Punctuality

As set out in the attendance policy, a pupil who arrives late to school

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Persistent lateness undermines learning, behaviour, and safeguarding routines. The following systems are in place to ensure punctuality across the school:

- All pupils must arrive by 8.40am at the latest. Gates will be locked at 08:40am.
- Reception sign-in: students arriving after 08:40 must sign in; receptionist alerts duty staff to escort pupils to class.
- Registers close at 09:10. Any student arriving after this time will receive a 'U' code (late after registers close).
- Teachers must log lateness on SIMS at the point of arrival to tutor or lesson.
- SLT, Heads of Year and Pastoral Managers are present at the gate and corridors during key transitions.
- Tutors review lateness weekly and call parents of students who are late.
- Punctuality heatmaps and weekly tracking identify repeat offenders and top improvers.

### Sanctions and Escalation

The following escalation ladder applies to lateness to school and lessons:

#### **Late to Lesson:**

Each late to lesson is logged as 2 points and follows the school's behaviour policy:

- **0–2 points:** No sanction
- **3–5 points:** 30-minute detention
- **6–9 points:** 1-hour detention
- **10+ points:** 1-day isolation

#### **Late to School:**

Stage 1 – 1st & 2nd late in a half-term: 30-min lunch detention; parent informed.

Stage 2 – 3rd late: KS3 – 3 lost breaks; KS4 – 3 lost lunches; placed on punctuality report.

Stage 3 – 5th late: KS3 – 5 lost breaks; KS4 – 5 lost lunches; 1-hour Headteacher's detention; morning calls initiated.

Stage 4 – 8th late: Attendance Panel meeting with AHT, HOY, and parent.

Stage 5 – Continued non-engagement: escalation to Attendance Policy procedures and possible Fixed Penalty Notice.

## Support and Interventions

The school recognises that some students and families require additional support to improve punctuality. Interventions include:

- Punctuality Reports for repeat offenders.
- Morning phone calls for vulnerable students.
- Mentor check-ins and breakfast club access.
- Parental workshops on routines and attendance.
- Barriers & Support Plans with practical strategies (e.g., alarm clocks, mentoring).
- Corridor sweeps and on-call punctuality officer.
- Student punctuality ambassadors promoting on-time arrival.
- Pastoral documentation to evidence support for U codes and legal compliance.

### **6.9 Truancy**

Truancy from lesson will not be tolerated. Truancy from one lesson will result in an S6 being awarded. Truancy from more than one lesson will result in a day in isolation.

### **6.10 Managing confrontation and aggressive behaviour**

In all circumstances when dealing with difficult inappropriate behaviour staff are advised to

- Remain calm and unemotional; never lose control or appear to lose control
- Avoid confrontational languages, or raising your voice.
- Further details regarding the management of difficult circumstances see **Appendix 7, Dealing with Confrontational and Aggressive Behaviours.**

For further details regarding reporting and responding to confrontational and aggressive behaviour see **Appendix 8, Assault by a Student on a Member of Staff Procedures.**

If a child's behaviour poses a risk to themselves or others the Headteacher or Deputy Headteachers can request that the child remains at home on safeguarding grounds. This will only be a temporary measure whilst the school puts steps in place to support the child, this may be a formal suspension, Risk and Need Support Plan or explore alternative provisions.

### **6.11 Creating positive relationships and learning environments**

Staff are expected to create and cultivate positive, conducive learning environments within their classrooms and around the school. This is achieved through building positive relationships with students and demonstrating mutual respect. Staff should avoid unnecessarily confrontational behaviour, such as shouting or antagonistic behaviours.

### **6.12 Sexual Harassment.**

West Hatch High School recognises that Sexual Harassment forms part of a wider safeguarding context. These include any form of sexual harassment, sexual violence, child on child sexual abuse, or harmful sexual behaviours. This includes the way we act, the way we treat each other, the things we say and how we act online. The school will not tolerate or dismiss any form of sexual harassment or online sexual abuse.

The school will never dismiss sexual harassment as 'banter' 'part of growing up', 'just having a laugh' or 'boys being boys.' As doing so risks normalising these behaviours.

At West Hatch High School, we have a 'telling' culture and all students and staff are encouraged to Step up and Speak Up if they believe that a young person is or has experienced sexual harassment.

All staff must be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as defined below:

- **Child on Child Sexual Abuse** includes sexual violence, sexual harassment, up skirting and sexting (youth produce sexual imagery).
- **Sexual Harassment** is unwanted conduct of a sexual nature that can occur online and offline. Including sexual comments, sexual jokes, physical behaviours / touching and online sexual harassment
- **Sexual violence** are sexual offences of rape, assault by penetration and sexual assault.

**Harmful sexual behaviour** is an umbrella for problematic, abusive and violent sexual behaviours that are not age appropriate and may cause developmental damage.

For further information please see our **Safeguarding and Child Protection Policy**.

**If a member of staff suspects that any of the above have occurred, they must inform the DSL.**

Staff should follow the Safeguarding procedures when recording and reporting incidents of Sexual Harassment. These should be recorded using the school Safeguard Portal Safeguarding Report for West Hatch High School (MyConcern). Under concerns there are specific Sexual Harassment themes, including Sexual Harassment, Upskirting, Sexting and Peer on Peer Sexual Abuse.

Any disclosures of Sexual Harassment will be formally investigated by Pastoral Teams and the Senior Leadership Team. The Headteacher will always be made aware, and the school will liaise with families, social services and the police.

The school will also sanction in line the with the details in Rewards and Sanctions within the policy.

For any formal investigation, including sexual harassment, physical / verbal abuse, the school will use the **Balance of Probability** when making formal decisions and sanctions.

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.

### **6.13 Discrimination**

Harassment on the count of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our school community. All staff are expected to know how 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 students' individual circumstances. Any discriminatory incidents are dealt with by the member of staff present, escalating to a HOY/SLT 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

### **6.14 Reporting to and responding to 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. While there is no national statutory requirement for schools to report all discriminatory incidents to external bodies, schools are required to record, monitor and review such incidents internally (and under the Equality Act 2010 to publish equality information). Many schools, including West Hatch High School will report incidents to governors or the governing body on a termly basis and provide an annual summary of patterns, actions taken and outcomes.

### **6.15 The Use of Mobile Phones**

West Hatch High School does not allow the use of mobile phones in school. The school takes no responsibility for lost or stolen mobile phones or accessories, this extends to students and staff. If a student is found to be using the mobile phone or accessories inappropriately staff should follow the mobile phone procedures as set out within the **Mobile Phone Policy**. If a student displays defiant, non-compliant or confrontational language or behaviours they should be sanctioned in line with the Rewards and Sanction section of this policy.

If the school believes that a student has inappropriate content on their mobile phone, the phone can be seized without consent. If there are allegedly images of a sexual or inappropriate nature this must be referred to the Designated Safeguarding Lead. Staff should not investigate these concerns themselves.

Seized mobile phones may also be handed over to the police for further investigation.

Students in possession of inappropriate content may be charged for possession or distribution of inappropriate content and may risk criminal prosecution.

If a student distributes sexual or inappropriate content, they will be sanctioned in line with the school's behaviour policy and will be referred to the police.

Mobile phones can be confiscated by staff. If this happens mobile phones must be handed into main reception, where they will be locked away. Mobile phones are kept in the school until the end of the day following confiscation and can be collected by the pupil.

Mobile phone procedures are shared with students via assemblies, and school displays.

### **Consent**

Students do not have the consent to take pictures or recorded images of a peer or member of staff. If a student takes an image or records a video of a peer or a member of staff it must be deleted immediately. Failure to comply will result in the student being sanctioned in line with the school's rewards and sanction.

### **6.16 Access to the internet and the use of ICT**

Upon induction to the school all students must sign that they agree to abide by the terms of the Acceptable ICT Usage Policy . This outlines the school standards and expectations around the use of ICT and the internet. Any breaches of this agreement should be followed up in line with the school's rewards and sanctions

The school's IT support team and safeguarding teams actively monitor student ICT usage and filters and blocks are in place to limit access to inappropriate sites.

### **Monitoring and filtering of 4G and 5G services**

The school does not have the capability to monitor or control the access to 4G and 5G services as they bypass the school network. However, the school safeguards access to the sites through the guidance laid out within the **Mobile Phone Policy** and the ban on the use of mobile phones in school. Students who are found to be using mobile phones and accessing social media site / uploading content are sanctioned in line with the school's rewards and sanctions.

### **Access to the school Wi-fi**

School Wi-Fi access is only granted to staff, and in some circumstances sixth formers for school related purposes. Access is controlled by access groups, and is only accessible by using a user account which has been granted access upon signing the school's Bring your Own Device Policy. All internet access on the wi-fi is filtered by the school.

### **6.17 Chance, Choice, Consequence Procedures**

If a student's behaviour falls short of our school expectations and begins to disrupt learning, staff will implement the **CHANCE, CHOICE, CONSEQUENCE** process. This is designed to de-escalate behaviour issues and give students the opportunity to correct their behaviour choices. If a student continues to make poor behaviour choices, they will be removed and sent to the RESET Room. This is accompanied by a C3 Disruption to Lesson behaviour log and has 6 behaviour points attached to the log. See Section 7: Rewards and Sanctions for more information.

## 6.18 Serious Breaches of Behaviour / Extreme Behaviour

Students and staff are informed during the behaviour expectations presentation at the start of the academic year about suspension level behaviours. These are significant breaches of the school behaviour policy. Any suspension level behaviour will be formally investigated by Pastoral Teams and SLT. Students may be kept out of circulation whilst this investigation takes place, students may be housed in the RESET room, if the behaviour poses a risk to themselves or others.

One off behaviours that are indicative of a poor choice being made that could lead to potential harm to 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 detention, isolation or exclusions. Examples include (but not exhaustive):

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

Families will be notified about serious behaviours and will be kept informed during the investigation. Formal statements must be taken from all students, staff involved and student, and staff witnesses. If a child refuses to write a statement, that is their choice but this will be reflected on the statement form, that they were given an opportunity to share their side to the story. Details from these formal statements will be used to decide on sanctions. The school uses 'The Balance of Probability' when making formal decisions. This is different to the police who use 'Beyond Reasonable Doubt'.

Following any formal suspension parents will be notified by letter, the Local Authority will be notified, and parents will be invited to attend a reintegration meeting with the school before the student returns to lessons. This meeting must take place before a student returns to lessons and failure for parents to meet with SLT or Pastoral staff will see a student placed in the RESET room until a meeting can be held.

The final decision ultimately lies with the Headteacher, but if they are unavailable a Deputy Headteacher can make the final decision on suspension.

## 6.19 Serious Incident Procedures for students

Should there be a serious breach of the school's code of conduct or behaviour policy, e.g. a fight or threatening behaviour towards a member of staff, the following procedures should be followed.

- A senior member of staff should be immediately contacted, and the students involved should be removed and isolated from the location of the incident. If the incident involves more than one student, they should be isolated in different locations.
- Any potential victims need to be removed from the location and offered medical support, should they need it.
- Victims should be isolated in a secure location and remain supervised at all times; this may be with a member of the pastoral team or senior leadership team.
- If the incident has led to staff being harmed emotionally, mentally or physically they should be supported in line with the HR Response to a serious incident.
- Support for staff should be offered in line with **Appendix 8, Assault by a Student on a Member of Staff Procedures**.
- Relevant members of staff should be contacted to support, Head of Year / Assistant Head / Deputy Head / Headteacher.

- All students involved, and any witnesses must complete a full written statement. This must be completed in the presence of at least one member of staff, signed and dated.
- Any staff witnesses must complete a written account of the incident. This should be done as soon as possible. Statements must be factual, verbatim and absent of personal opinion or emotion.
- Students should remain in school but be off timetable and supervised by the Pastoral Team / Assistant Head / Deputy Head. If appropriate the student can be placed within Internal Exclusion, however this must be agreed by the Deputy Head.
- The pastoral teams will contact the parents of those involved.
- If necessary, students will be collected from school by parents or escorted off site. This must be agreed with parents.
- The school will not dismiss students, as this would be an unofficial suspension.

If being in school puts the student/s at risk, or at increased risk of safeguarding concerns they can be told to go or remain at home. However, this must be done in agreement with parents and the Headteacher, or in the absence of the Headteacher a Deputy Headteacher.

Where possible the school will decide on a sanction, and this will be in line with the **Suspension Policy**.(see section 7 – Rewards and Sanctions) If a decision has yet to be made, the student will be placed within Internal Exclusion (Isolation room/ RESET room) whilst the matter is investigated. Parents should be communicated with appropriately throughout an investigation.

Before the Headteacher takes a final decision about any formal sanction, the school will collate a suspension pack, outlining the incident and including all necessary statements.

Serious incidents may be referred to the police.

Certain incidents may result in a referral to Social Services or the Multi Agency Safeguarding Hub

Issues regarding **Sexual Harassment** must be raised with the Designated Safeguarding Lead or the Police. This should be done in line with the **Safeguarding Policy**.

If the incident results in a suspension or direction off site a formal return from suspension meeting with the student and their parents must take place prior, to the student returning to mainstream lessons. A student will remain in the Pastoral Support Room until this meeting has taken place.

Following a suspension or direction off site, a student may be placed on an Individual Behaviour Plan, Behaviour Contract, Final Warning Contract and placed on Report to Head of Year / Assistant Head / Deputy Head.

Dependent on the incident, a Safety/ Risk and Needs Support Plan will be put in place. If a student receives more than three suspensions their place at West Hatch High School is at risk. More details can be found within the Exclusion Policy. (see section 7 Rewards and Sanctions where exclusion policy is featured).

For further details regarding reporting and responding to confrontational and aggressive behaviour see Appendix 7 Dealing with confrontational and aggressive behaviours.

## **6.20 Reporting Serious Concerns**

If a member of staff has experienced or witnessed a **Serious Incident** this must be reported to the relevant Head of Year / AHT / DHT. If the student/s is not known it should be reported to the AHT for Behaviour. Staff should make this referral in writing via email. This should also be logged as 'Other' on SIMS.

In the event of a serious concern being reported the school will follow the guidelines set out in **6.10 Serious Incident Procedures**.

## **6.21 Student Conduct during school closure**

In the event of a whole or part school closure this Behaviour for Learning policy will remain in place. This policy will be applied for any issues that occur in live or remote lessons, more details can be found within the Child Protection and Safeguarding Policy.

## **6.22 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Behaviour Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **6.22 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.

## **7. Rewards and Sanctions**

At West Hatch High School our pupils are encouraged to work and study hard and achieve all they are capable of academically. Equally importantly, we believe that they should become well-rounded citizens, who demonstrate good character habits in all aspects of their life, personal and professional. Standards and expectations are high, we lead a distinctive learning community, and we purposefully and explicitly prioritise the development of students' character and academic accomplishments in equal measure, so that they flourish as socially aware, skilled citizens equipped to take their place on the world stage. Central to our ethos are the school's SPIRIT character strengths, they represent the core values that we are committed to developing at our school, Self Discipline, Perseverance, Integrity, Respect, Independence and Teamwork, underpinned by our motto: "*To Be the Best I can be*".

Our bespoke programme of character education that started in Year 7 this year allows the students the space to practise these positive character habits alongside their academic study, balancing the two elements to create a full and rounded educational experience. We believe that when we understand what a good life looks and feels like, when we value others enough to purposefully enable their own character development, then together, we'll flourish.

Aristotle once wrote “We are what we habitually do.” The habits that children learn and practice when they are growing up follow them through into adulthood. Just as a school can be a place where each student can flourish academically, we believe that a school can also be a place where a child practises habits of Self Discipline, Perseverance, Integrity, Respect, Independence and Teamwork, to enable them to make the right choice at the right time for the right reason. Our core purpose of developing character is planned and active. The following is a (non-exhaustive) list of the attributes that we try to recognise:

<b>SPiRiT Value</b>	<b>Positive behaviours</b>	<b>Pupil Standards</b>
Self Discipline	<ul style="list-style-type: none"> <li>• Arriving to lessons and school on time, fully equipped and ready to learn.</li> <li>• Completing homework and revision without being reminded.</li> <li>• Following classroom routines immediately (e.g., seating plans, ‘do nows’).</li> <li>• Managing emotions appropriately, even during challenging situations.</li> <li>• Staying focused on tasks and avoiding distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrating self-control in behaviour and language.</li> <li>• Taking responsibility for their own conduct and learning.</li> <li>• Meeting deadlines reliably</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>• Continuing to attempt difficult work without giving up.</li> <li>• Asking for help or trying new strategies when stuck.</li> <li>• Completing extended tasks over time with sustained effort.</li> <li>• Practising skills to improve, even after setbacks.</li> <li>• Engaging in class even when the topic is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating resilience when facing academic or personal challenges.</li> <li>• Showing visible progress due to effort and persistence.</li> <li>• Maintaining a “can-do” approach and encouraging others to keep going.</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• Telling the truth even when it is difficult.</li> <li>• Admitting mistakes and taking responsibility.</li> <li>• Returning lost property or reporting concerns appropriately.</li> <li>• Following rules even when unsupervised.</li> <li>• Consistently behaving in line with school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating honesty in work (no plagiarism, cheating, or copying).</li> <li>• Treating others fairly and standing up against unkindness.</li> <li>• Behaving the same way whether staff are present or not.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Using polite and positive language with staff, peers, and visitors.</li> <li>• Listening attentively when others are speaking.</li> <li>• Looking after classrooms, shared spaces, equipment and school property.</li> <li>• Celebrating differences and valuing other opinions.</li> <li>• Showing respectful behaviour on the way to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Wearing the uniform correctly and with pride.</li> <li>• Following staff instructions the first time.</li> <li>• Demonstrating courtesy and kindness.</li> </ul>

Independence	<ul style="list-style-type: none"> <li>• Organising their own homework, equipment and timetable.</li> <li>• Making thoughtful choices without needing continuous guidance.</li> <li>• Using resources (books, digital tools, revision materials) to support learning on their own.</li> <li>• Preparing for assessments or projects with self-initiated planning.</li> <li>• Solving minor problems independently before seeking adult help.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing initiative in lessons (e.g., starting work independently).</li> <li>• Taking ownership of learning targets and next steps.</li> <li>• Setting personal goals and working toward them.</li> </ul>
Team West Hatch (Teamwork)	<ul style="list-style-type: none"> <li>• Collaborating positively with classmates during group work.</li> <li>• Sharing responsibilities and contributing fairly to group tasks.</li> <li>• Encouraging others and helping peers who are struggling.</li> <li>• Listening to different perspectives and compromising where needed.</li> <li>• Representing the school proudly in group activities such as sports, performances or competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive relationships across the school.</li> <li>• Demonstrating leadership when appropriate, and supporting others' leadership.</li> <li>• Valuing collective success over individual recognition.</li> </ul>

### 7.1 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Classroom recognition
- Celebration of progress amongst peers
- Achievement / conduct points
- Letters or phone calls home to parents
- Special responsibilities/ privileges
- Positive postcards home
- Certificates and awards
- Recognition of achievements in assembly
- Recognition of achievements in termly celebration assemblies
- SPIRIT value award recognition in Headteacher assembly and newsletter

## 7.2 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class to RESET after using the Chance, Choice, Consequence approach
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility, or being part of a school fixture or visit.
- School-based community service,\*\*\*\* such as tidying a classroom, helping in the canteen or litter picking.
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' – there are many depending on the level of behaviour (Green, Amber, Red, Subject, Late, Positive, uniform etc)
- Pastoral Support Plans
- Final warning contracts
- Duty Call out \*
- Isolation for poor behaviour or for repeated lateness to lessons in a day/over a week \*\*
- Isolation at another centre \*\*\*
- External Managed Moves
- Off-site direction \*\*\*\*\*
- Direction to college or another educational provider.
- Fixed Term Suspension
- Permanent Exclusion

This list is not exhaustive but serves as an illustration of sanctions used.

The Headteacher can direct students to alternative provision for a fixed period of time without consent from the parents / carers of the student.

(\* ) if a student is disruptive in a lesson and reaches a C3 then they be placed in RESET. They are expected to complete the work as if they were in lesson.

(\*\*) if a student behaves in a way that is deemed to be either serious, or persistent enough then they will be placed in isolation for a period of time. If they are in for more than a day, they must attend from 9.00am (8.40am on Tuesdays) until 4.15pm (3.45pm on a Tuesday). They must sign in at main reception where they will be collected by a member of staff. Missing a detention is

deemed as a serious behaviour and therefore failure to attend any after school detention results in isolation the following day.

(\*\*\*) if a student behaves in a way that is deemed to be either serious, or persistent enough then they will be placed in isolation at another provision. 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 then it is the parent's responsibility to get the student to and from the named school on time. The student should wear full West Hatch uniform and take a packed lunch with them.

(\*\*\*\*) Community service is a sanction where students will undertake a task that supports the running of the school.

(\*\*\*\*\*) The Headteacher can direct students off site to either another mainstream school or an 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.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Furthermore, pupils behaviour will be taken into 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 placed on an Amber report will be subject to a 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. Invites to rewards trips are awarded where pupils have shown excellent behaviour throughout the year and have achieved good or excellent attendance (again special consideration and circumstances are taken into account). Where medical conditions exist then personalised targets can be arranged with the goal of maintaining the highest possible standards in the school.

### **7.3 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The school considers this to be 'bringing the school into disrepute' and this is considered sanctionable behaviour.

### **7.4 Malicious allegations**

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

Refer to our Safeguarding and Child Protection Policy for more information on responding.

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

### **7.5 Internal Alternative Provision (IAP)**

**Internal Alternative Provision (IAP)** is used for students whose behaviour, social/emotional needs or SEND profile means that they require a more structured, bespoke timetable delivered in a highly supervised environment. The purpose of the IAP is to support students to positively re-engage with learning, reduce disruptive behaviour, and ensure that their needs are met without negatively impacting the learning or safety of others.

#### **Rationale**

The IAP is an early and preventative intervention designed to:

- support students who are persistently disrupting lessons or struggling to meet school expectations;
- provide targeted support for pupils with identified behavioural, SEMH or SEND needs;

- reduce the risk of suspension or permanent exclusion;
- ensure that all pupils receive a broad, balanced and appropriate curriculum;
- provide a pathway to reintegration into mainstream lessons.

### **Provision and Structure**

Students placed on the IAP will follow a **bespoke timetable**, which may include:

- small-group or individual teaching sessions;
- targeted literacy or numeracy intervention;
- behaviour mentoring, coaching or restorative work;
- SEMH or SEND support sessions;
- alternative curriculum lessons designed to develop self-regulation, independence and life skills;

### **Identification and Admission to the IAP**

A decision to place a student on the IAP will be made by the Headteacher or delegated senior leader following:

- persistent disruption despite interventions;
- repeated failure of internal isolation;
- significant SEMH needs requiring enhanced structure;
- SEND needs that would benefit from targeted support within a smaller, controlled environment;
- consultation with pastoral staff, SENCO, parents/carers and relevant external agencies where appropriate.

Parents and students will be formally notified when IAP placement is being considered. Final warning letters or behaviour escalations may precede entry to the provision.

### **Review and Reintegration**

Student progress will be reviewed regularly by the pastoral and inclusion teams.

Reintegration into mainstream lessons will be:

- gradual and personalised;
- based on evidence of improved behaviour, engagement and readiness;
- planned in collaboration with teaching staff, SENCO, pastoral leaders and the student's family.

Where reintegration is not successful, alternative strategies—including off-site direction (OSD), external alternative provision, or managed moves—may be considered in line with DfE guidance.

### **7.6 Suspension level behaviours – Suspension/ Exclusion policy**

In line with DfE guidance [Suspension and permanent exclusion guidance](#) the school will take all reasonable steps to meet individual need and help individuals to improve. The school will not tolerate any behaviour which does not show due regard for the safety, well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement, impinge on 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 headteacher and will be impacted upon by the severity of the case in question and the student's previous behaviour record. To avoid this the school will employ a number of alternatives (not exhaustive – these have been discussed in Section 6).

- Internal Isolations
- External Isolation
- Off Site Direction
- Managed Moves
- Suspension

- Permanent Exclusion

In line with the school's **Exclusion Policy**, off site direction, managed moves, suspension or permanent exclusions may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the **Behaviour Policy**.

- Serious violence which creates fear and anxiety amongst staff or students;
- Possession of an offensive weapon on the school site;
- Dealing drugs on or within close proximity to the school site;
- Persistent defiance of school authority or disruption to teaching and learning;
- Persistent refusal to follow the rules of internal exclusion;
- Persistent bullying, harassment or abuse; including Cyber Bullying
- Sexual abuse or harassment; peer on peer abuse; sexting;
- Serious breaches of the school's Behaviour for Learning Policy;
- Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In line with the **Exclusion/ Suspension Policy**, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the school. Parents, Governors, external agencies or appeal panels, may read them. It is therefore very important that the reports are written in an objective and professional way. All staff are regularly reminded about the importance of avoiding stating any personal expressions or opinions that may be mis-interpreted by a reader.

#### **7.6.1 RESET Room and On-Site Exclusions (Internal Isolation)**

On site we have a 'RESET' room. This is available to support any child in need of any pastoral support, but also if a child is causing significant disruption to the learning of others. Once a teacher has followed the 'Chance, Choice, Consequence' procedures a student can be sent to their RESET Room. Once there they will be supervised by a member of staff and be given an opportunity to correct the behaviour. Students will be expected to remain in the RESET room until the end of their next break or lunch has ended. In the case of a student being sent to the RESET room during lunchtime or after school, students will remain there until 3.15pm. Students can be kept in the RESET room longer at the discretion of the Pastoral Team. Staff may also choose to keep students in for break and lunchtime. If a child poses a threat to themselves or others, they can also be kept within the RESET room as a safeguard measure.

Students will be provided with work whilst they are in the RESET room.

For those students who are referred to the Isolation room they must report to the Main Reception for 9.00am and on Tuesday at 8.30am (official start time for isolation is 9.10am and on Tuesday 8.40am)

Students will be dismissed at 4.15pm from the detention hall (3.45pm on Tuesday)

As part of the sanctions process, we can also arrange for an off-site exclusion where students will attend other schools' isolation rooms.

#### **7.6.2 External Isolation**

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 centre's policy. West Hatch High School's

staff will liaise with the student regularly and closely with the hosting centre to ensure they are fulfilling the requirements of the isolation. The student will work in isolation in the same way they would an internal isolation. They are expected to be in full school uniform and bring a packed lunch.

### **7.6.3 Off-Site Direction**

The Headteacher alone has the authority to formally direct a student off site. This decision will only be taken if the student's behaviour is persistently disruptive, disturbing the learning of others, or posing a safety risk to peers or staff. The Headteacher does not need parental consent or agreement to make an offsite referral, but the school will always try to reach an agreement between school and home.

### **7.6.4 Suspensions**

Suspensions are considered for extreme behaviours, or behaviours that have been persistent breaches of the school behaviour policy over time. During external exclusions, parents have a duty to ensure that their child is not present in a public place during school hours, unless there is reasonable justification for this. Parents may receive a penalty notice for this from the local authority for the above on the dates specified. If so, it will be up to the parents to show reasonable justification.

Students may on occasion receive a mixture of different types of sanction as part of the punishment. These will always run concurrently.

### **7.6.5 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.

### **7.6.6 Permanent Exclusion**

For certain behaviours, the Headteacher may decide to recommend a Permanent Exclusion from school. This will normally only be sanctioned once all other strategies and support have been unsuccessful, however a recommendation to permanently exclude a student may be made for a serious isolated incident. In principle, the decision to exclude permanently will be taken in response to:

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

## **8. Behaviour Management**

### **8.1 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.

### **8.2 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

We expect staff to teach the principles of good behaviour for learning explicitly and use a variety of acronyms to promote this.

As a school we want our students to succeed academically and develop personally into well rounded, confident and polite individuals. All staff at West Hatch work hard to ensure they have the tools to succeed.

Years 7, 8, 9 and 10 have all been introduced to the SLANT acronym as a behaviour for learning model in the classroom.

They understand that they must adopt the model SLANT position when requested to demonstrate active engagement.

Students are also encouraged to SHAPE their answers and follow STEPS for politeness.

SLANT is our embedded model in the classroom, with encouragement still being given to use SHAPE and STEPS in modelling our expectations.

<b>SLANT</b>	<b>SHAPE</b>	<b>STEPS – this is how we do it here!</b>
<b>S</b> Sit up	<b>S</b> Sentences – no single word answers	<b>S</b> ‘Sir’ or ‘Miss’
<b>L</b> Listen	<b>H</b> Hand away from mouth – be confident	<b>T</b> ‘Thank you’
<b>A</b> Answer Q’s	<b>A</b> Articulate – do not mumble	<b>E</b> ‘Excuse Me’
<b>N</b> No Talking	<b>P</b> Project – a loud, clear voice	<b>P</b> ‘Please’
<b>T</b> Track the speaker	<b>E</b> Eye contact	<b>S</b> ‘Smile’

We also expect our staff to apply the 5 pillars of good behaviour management:

<b>Quality Lessons</b>	<b>Seating plans</b>	<b>High Expectations</b>	<b>Silence</b>	<b>Explain Sanctions</b>
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.	West Hatch insist on seating plans being enforced. Where possible, boy/girl is preferred.	<b>Disruption will not be tolerated in lessons. Students must be challenged as soon as they disrupt learning. Expectations are regularly reiterated.</b>	Staff must insist on silence when they are speaking to a class. We encourage periods of silent working in class too.  Use SLANT.	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.

### 8.2.1 Disruptive behaviour

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. See Section 8.2.3 for more information.

### 8.2.2 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. Where standards are not met, students will be logged with either an S1,S2,S3 or S6 depending on the nature of the policy infringement. See Section 8.2.3 Behaviour logs / 8.2.4 Use of detentions for the list of the infringements/ behaviour logs.

### 8.2.3 Behaviour logs

Students can be logged for standards and other behaviours when they fall below our expectations. Here is the list of logs and their correlating points awarded to their behaviour log:

Behaviour	Points
Confiscated mobile	0
S1 Insufficient classwork	1
S1 Lack of subject equipment	1
S1 Lack of stationary	1
S1 Corridor conduct	1
S1 Line up	1
S1 Unkind behaviour	1
S1 Poor presentation	1
S1 Eating/Chewing in class	1
S1 Banned Jewellery	1
S1 Pe Insufficient Kit	1
S1 Uniform – shirt / blouse untucked	1
S1 Uniform – trousers too low	1
S1 Uniform – no blazer	1
S1 Uniform – skirt not on knee	1
S1 Uniform – other	1
C2 Conduct during Science practical	2
C2 Conduct during exam	2
S2 Late to school	2
S2 Late to lesson	2
S2 Loss of Equipment	3

S2 Insufficient homework	2
S2 Misuse of computer	2
S3 Plagiarism / Use of AI	3
C3 Significant disruption to class	6
S3 – PE – No Kit	3
S3 Conduct at lunch/break	3
S3 No Homework	3
S3 Loss of Behaviour report	3
S3 Loss of equipment	3
S3 Use of banned words/swearing <i>(if discriminatory – use the drop down menu to select type)</i>	3
C6 Multiple lesson low level disruption (with phone call home)	6
S6 Truancy on site	6
S6 Truancy off site	6
Isolation-internal	0
Isolation – missed detention (internal)	0
Isolation (external) another centre	0
Isolation – Mixed	0
Possession of vape or other banned item	10
Out of Bounds	3
Other	0

#### 8.2.4 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.

Detentions are issued based on the conduct of a pupil on each day. Different behaviours carry different numbers of points based on the severity of the behaviour.

**Detentions will be assigned per day based on the logs that are received that day**

**0-2 points = No detention**

**3-5 points = 30 minutes**

**6-9 points 1 hour**

**10+= isolation for 1 day**

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 on the next available 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 email to parents at least 24 hours before the detention is due to be sat. There may be occasions where a same day detention is issued. In these circumstances, all reasonable steps will be made to communicate this with parents with acknowledgement of the school's duty to ensure that they act reasonably and with consideration to safeguarding duties.

If there is a reason a pupil cannot attend 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.

### **8.3 Safeguarding**

The school recognises that changes in behaviour may be a response or trigger of an underlying safeguarding concern, or that a student is potentially at risk.

When investigating and responding to behaviour concerns all staff must be mindful of this. All staff have completed appropriate Safeguarding and Prevent training and are aware of potential signs of abuse. Should staff have a concern a Safeguarding referral will be completed and followed up by the school's Safeguarding Team. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Further details can be found in the **Safeguarding and Child Protection Policy**.

If a student's presence on site puts them at an increased safeguarding risk, the Headteacher may direct students off site. This would not be considered a suspension and would be an authorised absence. This should only be used after serious incidents, where the potential safety of students and staff could be at risk.

### **8.4 Sexual Harassment**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

The school will not accept or dismiss any behaviours that fall under the umbrella of Sexual Harassment. If a member of staff believes that child has or is experiencing Sexual Harassment, it should be logged and recorded in line with the **Safeguarding and Child Protection Policy**.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach includes (but is not exhaustive) to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusted seating plans to allow pupils with visual or hearing impairments to sit in sight of the teacher
- Adjusted uniform requirements for a pupil with skin or sensory issues
- Training for staff in understanding conditions such as ASD, Dyspraxia, Dyslexia, ADHD etc
- Use of separation spaces (sensory room, ELSA room, RESET) where pupils can regulate their emotions during moments of overwhelm, sensory overload etc.

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account any relevant information about the pupil's needs to ensure that the response is fair, proportionate and legally compliant. This includes considering whether:

- The pupil's SEND may have affected how they understood the rule or instruction
- Their SEND may have influenced how they responded in the moment
- They require reasonable adjustments to help them meet expectations

SEND does not prevent the use of sanctions. However, the school must ensure that any sanction is appropriate to the individual's needs, does not discriminate, and supports the pupil to improve their behaviour going forward.

Where necessary, reasonable adjustments may be made to the way a sanction is delivered, but pupils with SEND are still expected to follow school rules and will be sanctioned for breaches of behaviour expectations where appropriate.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following any sanction, the school will implement appropriate strategies to help the pupil understand how to improve their behaviour and meet the expectations of the school. These processes are rooted in our restorative and pastoral approach, as outlined in the staff Pastoral Handbook.

### **10.1. Repair and Restore (Restorative Conversations)**

All sanctions are followed by a **repair** stage to rebuild relationships, reflect on choices, and ensure that behaviour is not repeated. Restorative conversations focus on:

- what happened,
- who was affected,
- how to put things right, and
- how to make better choices in the future.

### **10.2. Reintegration Following Removal, Isolation or Suspension**

A pupil who has been removed from a lesson, placed in long-stay isolation or suspended will take part in a **structured reintegration process** to ensure they can return successfully to mainstream lessons.

This may include:

- **Reintegration Meeting** with the Head of Year, Behaviour Manager, AHT or DHT depending on the level of sanction (e.g., following long-stay isolation or suspension)
- **Behaviour or Standards Report**, including:
  - Green, Amber or Red pastoral reports (for persistent disruption).
- **Behaviour Contract or Final Warning Contract** when behaviours reach trigger points (e.g., after persistent referrals or multiple suspensions)
- **Round Robin of strategies** for staff where required

- **Daily or weekly pastoral check-ins** with the Form Tutor, Pastoral Manager or HOY depending on the level of concern.

### **10.3. Individual Support Plans**

Where appropriate, the reintegration process may also include:

- revised learning or behaviour targets,
- SEND or SEMH adjustments as advised by the SENCO,
- pastoral mentoring,
- updated behaviour profiles or support plans,
- referral to external or in-school services (counselling, ELSA, behaviour mentoring), all of which align with the graduated pastoral offer.

### **10.4. Returning to Lessons**

A pupil will only return to mainstream lessons once the agreed reintegration steps have been completed. Following suspension, the reintegration meeting must take place before the pupil re-joins their classes; until then, the student may remain in RESET or the Pastoral Support Room.

### **10.5. Ongoing Monitoring**

After reintegration, behaviour will be monitored through report cards, pastoral reviews, and structured follow-ups. Parents will be regularly informed of progress, targets and any next steps.

## **11. Pupil Transition**

West Hatch High School 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 protocols requests that exclusion data is shared prior to a place being offered.

## **12. Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Ongoing Behaviour Management training is also available throughout the year to all staff, and a Pastoral handbook has been produced for all staff. Staff are taught to use positive behaviour management strategies alongside punitive sanctions. Behaviour management will also form part of continuous professional development.

## **13. The WH WAY – Pastoral/BFL Handbook**

This is distributed to all staff each academic year. It can be found on the main School SharePoint. It is reviewed annually, and any changes are reflected in this behaviour policy.

To support all staff, the school has collated all relevant behaviour systems, policies and procedures into The West Hatch Way – PASTORAL Handbook. This is available to all staff.

## **14. Monitoring arrangements**

### **14.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

#### **14.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

### **15. Links with other policies**

This behaviour policy is linked to the following policies:

Exclusion policy

Child Protection and Safeguarding policy

Sexual Harassment Policy / Child on Child Abuse Policy

Searching and Screening policy

Online Safety Policy

Mobile Phone Policy

SEND Policy

Home School Agreement/ Character Charter

## Appendix 1: Written Statement of Behaviour Principles

### West Hatch High School

*“To be the Best that I can be”*

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

- Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy:
- As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our students and parents feel safe, nurtured and respected.
- The school motto is *“to be the best I can be”* and this embodies our belief that aspiration, commitment, self-discipline and determination will enable all of our students to succeed at school and beyond. West Hatch High School is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.
- Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. These principles promote an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.
- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone, and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- We seek to eliminate all forms of discrimination, harassment and bullying.
- The policy will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When students do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the student what is expected, without humiliation or in public view. At these points, we will enable the students to reflect on, and learn from, their behaviour and to make reparation wherever possible.

- On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.
- Sanctions should be known and understood by all staff and students and applied fairly, consistently, proportionally and reasonably.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, students and parents when considering measures to manage unacceptable/challenging behaviour.
- For those students with special educational needs, physical or mental health needs, and/or Looked After students experiencing particular difficulties with behaviour, the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student community as a whole is paramount.
- The Governing Body support the school's authority to consider all suspensions, particularly permanent exclusions, as the very last resort and expect students and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep students safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including students, their families and staff.
- The Governors wish to emphasis that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- We will always work with parents and carers to understand their students and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti- bullying and exclusions) applies to all students when in school, when travelling to and from school, and when engaging in extra-curricular activities such as educational trips and visits (residential and non- residential).

This written statement of behaviour principles is reviewed and approved by the Headteacher annually.

## Appendix 2: Staff Roles and Responsibilities

<i>The Governing Body</i>	Ensure a Behaviour for Learning Policy is in place and is implemented Monitor and review the effectiveness of the Behaviour for Learning Policy Convene disciplinary panels where necessary Support rewards and celebration events
<i>Headteacher</i>	Establish the Behaviour for Learning Policy Establish and manage the Exclusion Policy
<i>Senior Leadership Team</i>	Support and advise staff in upholding the Behaviour for Learning Policy Monitor and analyse behaviour data and prepare relevant reports
<i>Heads of Department and Key Stage Leaders</i>	Support all staff in their department in managing behaviour and administering rewards and sanctions Support staff in meetings with students, parents and carers Liaise with Pastoral Teams as appropriate managing reintegration procedures for students in lessons
<i>Pastoral Teams</i>	Support staff and students on a day today basis ensuring the highest possible standards of behaviour Provide students with strategies to enable them to take responsibility for their own behaviour Manage the staged report monitoring system (FT, HOH, AHT, DHT) within the year group Manage restorative justice meetings with students and staff Liaise with Subject Departments about individual students causing concern
<i>Classroom based Staff</i>	Take daily responsibility for the management of student behaviour and associated follow up actions as appropriate Ensure that the Behaviour for Learning Policy is followed and applied consistently and fairly Record rewards and sanctions using SIMS/Edulink ensuring all the necessary follow up actions take place Communicate regularly with parents/carers
<i>Form Tutors</i>	Work to create a cohesive group and a positive ethos. Monitor the rewards and sanctions of each student in tutor group. Implement and track intervention strategies. Monitor students who have placed on Report and give feedback on the progress a student is making to the relevant Pastoral Team. Communicate regularly with parents/carers.
<i>Inclusion Staff</i>	Provide input for students who need intensive and more specialised support.
<i>Parents / Carers</i>	Support the school with behaviour concerns inside the school and to and from the school. Adhere to the Home School Agreement / Character Charter

*Students* Adhere to the Home School Agreement / Character Charter  
Take responsibility for their own actions.  
Follow instructions in school.  
Be respectful towards all students and staff.

### **Appendix 3 – 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 4 – other Behaviour Expectations

### Behaviour in the Canteen:

- Students must queue sensibly as instructed by staff
- 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.

### Behaviour on the Buses:

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

### Behaviour in school bathrooms

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

### Behaviour in unstructured times

- Be considerate
- Hands and feet to yourself
- Act safely
- Good listening
- No large groups
- Act responsibly
- Be outside the school buildings.

### Behaviour in corridors:

For corridor expectations we use the acronym WATCH

W – Walking only, no running. Go straight where you need to be without lingering

A – Act respectfully – polite language, positive conduct, good manners

T – Take responsibility – be accountable for your behaviour and choices

C – Consideration for others – give space, move aside, be aware of younger or other pupils

H – Hands to yourself – no physical contact, pushing or unsafe behaviour

**Smoking/Vaping:** Any student caught smoking or vaping will be suspended in line with the policy. This is viewed as a serious breach of the school rules.

## Appendix 5: Home School Agreement



# West Hatch High School Home School Agreement

**Student** (Interviewer – Please ask the student to read aloud)

I agree that I will aim high at West Hatch High School and be the best that I can be. I will wear my uniform with pride and represent my House with enthusiasm. I understand that it is important to follow rules inside and outside the classroom and that it is important to show respect to all adults and other students. I know that any form of bullying is wrong and that if I feel I am being bullied I must tell. I know that when travelling to and from school in my uniform I am representing the school and I will not do anything that would affect the school or House reputation.

Signed: .....

### Parent/Carer

I support the school with its aims for students. I support the school ethos and rules related to punctuality, attendance, uniform, discipline and homework and will work with the school to ensure my child makes the most of his or her potential. I know that I can contact the school with any concerns.

I support the school's social media policy and will ensure my child/children is/are using only age appropriate social media.

Signed: .....

### On behalf of the School

- **Set high standards of work and behaviour.**
- **Ensure students acquire the skills needed for success in their studies, career choice and wider life.**
- **Develop our pupils as independent learners and responsible citizens.**

Mrs V Schaefer, Headteacher

## Appendix 6: Character Charter



### THE WEST HATCH CHARACTER CHARTER

*Doing the right thing. At the right time. For the right reasons.*

**SELF  
DISCIPLINE**

**P**ERSISTENCE

**I**NTEGRITY

**R**ESPECT

**I**NDPENDENCE

**T**EAM WH

As a valued member of our school community, I commit to upholding the following character values in my daily actions and choices:

#### Self-Discipline

- I will demonstrate self-discipline by coming to school every day that I can.
- I will attend all my lessons on time and work hard to be the best I can be.
- I will take responsibility for my learning, behaviour, and progress.

#### Perseverance

- I will keep trying, even when tasks are challenging.
- I will learn from my mistakes and not give up when things get difficult.
- I will set goals and stay focused on achieving them.

#### Integrity

- I will always be honest and do the right thing, even when no one is watching.
- I will take ownership of my actions and accept the consequences.
- I will be trustworthy and reliable in my school community.

#### Respect

- I will treat all members of the school community with kindness and courtesy.
- I will respect the learning environment, school property, and the belongings of others.
- I will listen to others, value different opinions, and celebrate diversity.

#### Independence

- I will take initiative and manage my time and responsibilities effectively.
- I will make positive choices that support my learning and wellbeing.
- I will work confidently on my own and seek help when I need it.

#### Team WH

- I will cooperate with others and contribute positively to group activities.
- I will encourage and support my classmates.
- I will do what I am asked and follow teacher instructions
- I will help to create a school community where everyone feels included and valued and a place where I can say 'I belong'.

#### Student Agreement:

**By signing this charter, I agree to uphold the SPIRIT values and strive to show them in my actions every day.**

**Student Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 7: Dealing with Confrontational and Aggressive Behaviours**

In all circumstances when dealing with difficult inappropriate behaviour:

- Remain calm and unemotional; never lose control or appear to lose control
- Avoid confrontational language, or raise your voice.

Physical contact with a student or restraint of a student should never take place when the purpose is to enforce discipline.

Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others
- Causing damage to property
- Committing a criminal offence

In these situations, only reasonable force should be applied.

The following are examples of actions which must not be used with a student. All are likely to inflame and escalate a situation and will undermine your authority:

- Using the body or putting an arm to prevent a student from leaving a classroom.
- Physically pulling, pushing or moving a student in order to make a student obey an instruction;
- Physically removing a hat or other items, when a student refuses to hand them to you.
- Invading the personal space of a student by standing very close and talking/shouting loudly in the face of the student
- Pushing a student with an object e.g. door, ruler
- Making personal criticisms, sarcastic comments, making inappropriate threats, shouting angrily or aggressively.

Any member of staff must be mindful that if they place their hands on a child or are abusive and aggressive towards a child the incident will need to be formally investigated by a senior member of staff and could lead to a referral to the Local Authority Designated Officer, LADO.

When faced with a situation where a student disobeys an instruction, walks off/pushes past you, the appropriate action which puts you in control of the situation is to:

- Remain calm and let the student go.
- Make a clear and calm announcement to students in the vicinity that you will not tolerate such inappropriate behaviour and will follow up the incident later.
- Follow up the incident using the appropriate channels.

## **Appendix 8: Assault by a student on a member of staff procedures**

West Hatch High School takes the safeguarding of all students and staff seriously, however, there may be incidents where a pupil is aggressive towards a member of staff, be it directly or indirectly.

### **Preventing the risk of assault by a student on a member of staff**

The school takes appropriate measures to ensure that the risk to staff is as unlikely as possible, however the following strategies are applied:

- The school has a robust and structured behaviour policy which outlines the expected behaviours as well as sanctions for poor and challenging behaviour.
- Any students who are known to be violent or aggressive towards staff will have a Risk and Support management plan completed with the Safeguarding team.
- Staff must be familiar with a student's SEN need, and have read through their SEN profile, as this will support the management of the student.
- The school has an On Call Duty procedure in place which staff should follow.
- All teaching staff are expected to have a non-confrontational approach to managing poor behaviour, focusing on de-escalation of a situation. It is advisable that staff should not shout and avoid confrontational behaviour towards students.
- A knowledgeable and understanding pastoral support system, allowing students who are risk with staff who know their needs and have experience with managing them.
- The Safer Schools office is in contact with the school and can be contacted with concerns. If the SSO is unavailable then the school will contact 101 or 999.
- A structured recording system in the event of incident. All poor behaviour must be logged and actioned on SIMs. Formal written statements should be collated from any students or staff involved.
- The powers to search with our without consent, if the school believe a student has a banned or inappropriate item on them.
- There are trained SLT that have completed safer handling restraint in the event of a student needing to be restrained.
- The school behaviour policy outlines that staff may use reasonable force to restrain a student.

### **In an event where a student assaults a member of staff, the following should happen:**

- Student/ students involved should be isolated from mainstream school, parents contacted and collected from school (where possible).
- The Headteacher should be made aware of the incident and decision to be made whether the incident warrants a Fixed Term Exclusion or if a student should remain in Internal Isolation whilst the investigation takes place and is completed.
- Ann Miles will be made aware of the incident by the lead investigation member of staff (JH/TJ/NS).
- Member or members of staff involved will be taken off of timetable (if they wish) and are asked to write a formal statement of the incident. This can be completed off site but should be completed as soon as possible.
- Member or members of staff are offered restricted duty, either off site or on site in a communal place e.g. staff room or communal office.
- If necessary, the safe schools' officer/ police will be contacted to offer further advice.

- Formal investigation launched into the incident. Statements taken from all witnesses, staff and students.
- HR to follow staff wellbeing procedures/ guidelines.
- Lead investigating member of staff will present findings to the Headteacher, where a final decision on a sanction is agreed.
- Details of the investigation shared with parents via letter from the Headteacher and parents invited in for a formal meeting, where necessary.
- Staff member informed of the outcome of the investigation by the Lead investigating officer.
- Student incident tracker updated by HR, including follow up actions.

Following a serious incident involving an assault by a student on a member of staff the school could take the following precautions:

- Formal meeting arranged with the student's family and a member of the Senior Leadership Team.
- Student placed on final warning contract, highlighting that any repeated behaviours could lead to a permanent exclusion from West Hatch High School, or a managed move/ off site direction.
- The Headteacher also has the power to direct the student to an alternative provider.
- A Risk and Support management plan / Safety plan will be completed with the student and the family. This must be signed and agreed by the student, family and school.
- A restorative conversation should be offered to the staff member but this will be at the discretion of the staff member.
- The student may be placed on a targeted behaviour report, or Pastoral Support Plan.

## **Appendix 9: Search and Screen Policy and Form**

### **Screening**

What the law allows: West Hatch High School can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Any member of school staff can screen students. If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to health and safety risks and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### **Searching with Consent**

Schools' common law powers to search: School staff can search students with their consent for any item.

Also note: West Hatch High School is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or ask if the teacher can look in the student's bag or locker and for the student to agree.

If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school will apply an appropriate sanction.

### **Searching without Consent**

Establishing grounds for a search: Members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- A member of staff can search a student without consent if they believe they have a banned item as identified in the school's Behaviour Policy.

- Authorised school staff can view CCTV footage in order to decide as to whether or conduct a search for an item.
- The school has a CCTV Policy which lists the staff authorised to view CCTV footage in school when investigating an incident.

### **During the Search**

Extent of the search – clothes, possessions, desks and lockers

What the law says: The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets. It does not give the power for a more intimate search to take place as only a person with more extensive powers (e.g. a police officer) can conduct.

'Possessions' means any goods which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Use of force**

Members of staff can use such force as is *reasonable* given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. See Use of Reasonable Force Guidance, below.

### **After the Search**

The power to seize and confiscate items. What the law allows: A member of staff, as set out in Section 91 of the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary sanction, where reasonable to do so.

A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent' search**

What the law says: A member of staff carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified under the header SCREENING, SEARCHING AND CONFISCATION) or is evidence in relation to an offence.

- If a member of staff conducting a search finds alcohol, they may retain or dispose of it and not return it to the student.
- Where a member of staff finds controlled drugs, these must be delivered to the police as soon as possible.
- Where a member of staff finds other substances, which are not believed to be controlled drugs these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them.
- As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or student pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass item to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the school rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

#### **Statutory guidance on the disposal of controlled drugs and stolen items.**

- School staff should deliver stolen items, weapons or controlled drugs to the police.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

#### **Statutory guidance for dealing with electronic devices**

- Where the member of staff conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so.
- Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- “In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.”
- If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (for a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

#### **Telling parents and dealing with complaints**

Staff at West Hatch High School are not required to inform parents before a search takes place or to seek their consent to search their student.

Although there is no legal requirement to make or keep a record of a search, the school believes that this should be good practice in all search cases.

West Hatch High School will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school's Complaints Procedure.

### **Use of Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- Schools do not require parental consent to use force on a student.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so; and their remaining in the classroom poses a significant risk to peers or staff.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

### Searching procedures.

In the event of a student being searched, with or without consent the school will follow the Searching Procedures

### Sanctioning students

Students found in possession of a banned item will be sanctioned in line with the Behaviour Policy. This may lead to a formal suspension, off site direction or a permanent exclusion from West Hatch High School.



## West Hatch High School

### Searching Procedures

<b>Before a search can be conducted there must be reasonable grounds that the pupil is in possession of a banned item.</b>				
<b>Reason for Search</b>				
<b>Name:</b>	<b>Year Group:</b>	<b>Gender:</b>		
<b>Does the pupil give consent to be searched?</b> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">YES</td> <td style="text-align: center; width: 50%;">NO</td> </tr> </table>			YES	NO
YES	NO			
<b>If NO, please request a member of SLT.</b> <b>If pupil continues to resist call 101.</b> <b>If pupil poses an immediate threat call 999.</b>				
<i>The search must be conducted by a member of the same sex, and a witness must be present.</i>				
<i>The pupil should remove any outside clothing, including coats and blazers.</i>				
<b>Does the pupil have anything on them that they shouldn't have?</b>				
YES		NO		
<b>Does the pupil have anything on them that could cause harm to themselves or others?</b>				
YES		NO		
<b>If YES to either of the above what is the item?</b>				

<b>Outer clothing search.</b>		
Details of any banned items found.		
<b>Bag and other possessions search.</b>		
Details of any banned items found.		
<b>Person search.</b>		
Details of any banned items found.		
<b>Has the Metal Detector Wand been used?</b>	<b>YES</b>	<b>NO</b>
<b>Have any banned items been found?</b>	<b>YES</b>	<b>NO</b>
<b>What was found?</b>		
<b>If item found what were the reason for possession?</b>		
<b>Are there any Safeguarding concerns?</b>	<b>YES (Complete Referral)</b>	<b>NO</b>
<b>Follow up:</b>		
<ul style="list-style-type: none"> <li>• If found in possession of a weapon / offensive item the police must be informed, contact Behaviour Manager or call 101.</li> <li>• Deputy Head Teacher to be notified.</li> <li>• Risk Assessment of the pupil. Are they safe to be in lessons? Should they remain in isolation whilst this a decision is made?</li> <li>• Parents should be informed that the search has taken place and of any follow ups.</li> <li>• School based sanction to be agreed.</li> </ul>		
<b>Search conducted by</b>	<b>:</b>	<b>Date:</b>
<b>Witnessed by</b>	<b>:</b>	<b>Date:</b>
<b>Pupil signature</b>	<b>:</b>	<b>Date:</b>

## Appendix 10: Strategies for Promoting Positive Behaviour



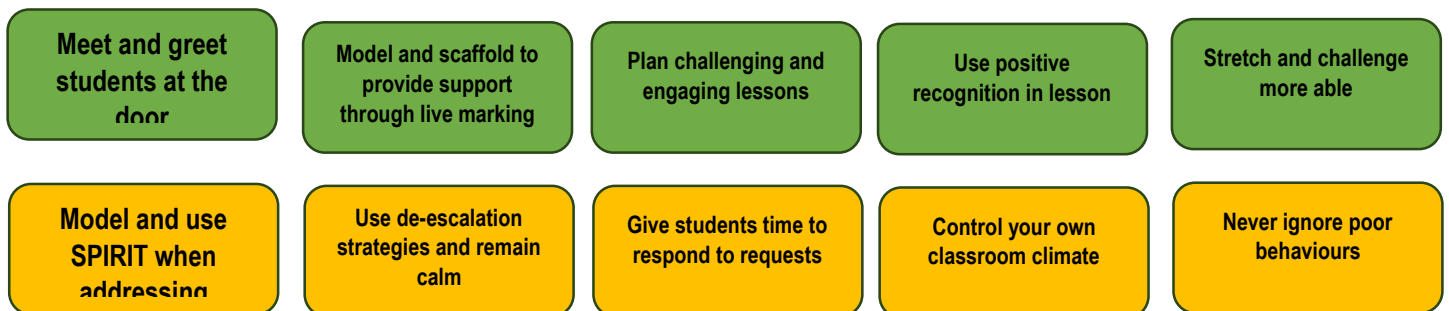
West Hatch High School

### Behaviour For Teaching and Learning

The most effective behaviour management strategy is high quality teaching and learning, where all learners needs are met through differentiation and challenge.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The code of conduct, Self Discipline, Perseverance, Integrity, Respect, Independence and Team West Hatch must be referred to in conversations around conduct.

#### Behaviour Management Consistencies



#### Strategies to support Behaviour Management

Allow students take up time between strategies. Also students the opportunity and time to correct mistakes in behaviour. Removal should always be the last resort, and all other strategies must have been applied first.

##### 1. Redirection

Gentle encouragement, 'nudging' the right behaviours, non-verbal cues and reminders, classroom positioning, use of Lemov 100% cycle techniques

##### 2. Reminder

Clarify expectations and SPIRIT values, model positive behaviours, good examples and countdowns

**If behaviour continues then the student is given a 'CHANCE' to get things right**

##### 3. Warn

A clear verbal caution delivered, making the student aware of their behaviour, and outlining the consequences if their behaviour does not improve.

##### 4. Last Chance

Be very clear that the student's behaviour has not improved. Can modifications to practice be made – differentiated or more challenging work, resolve any barriers to learning

**Is behaviour continues then the student is given a 'CHOICE' to rectify the behaviour (see below)**

### 5. Move

Change the student's seat or address them privately outside. This should be a brief reminder of expectations and consequences of continued behaviours

Is behaviour continues then the student is given a **'CONSEQUENCE'** as a result

### 6. Removal

Enforce that you will not accept undesired behaviours anymore, record details on SIMS as a C3 and refer the student to the Pastoral Support Room. Email Duty if student does not leave.

### 7. Sanction

Removal from lesson is not the sanction. Student will be added to a 60-minute detention with Senior Leadership

### 8. Repair

**This is the most important part of the process.** Explain the reasons for your decision, keeping them learning focused and not personal. Allow student time to reflect on their own behaviours. Start each lesson with a 'clean slate'. Use restorative conversation strategies

## **Appendix 11 – West Hatch Suspension policy procedures**

West Hatch High School is committed to instilling the highest possible social and moral values in all its students and to ensure that student behaviour is conducive to learning.

The Governors of West Hatch High School consider that the use of the Headteacher's power to suspend from school can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate.

This policy is intended to give a clear indication to staff, parents and students of typical circumstances within which the Headteacher will use powers to suspend and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Headteacher in suspending students.

It is the policy of West Hatch High School to avoid suspensions, fixed term or permanent, whenever possible. The school's Behaviour Policy provides a clear framework which contains a range of constructive sanctions and how students who experience difficulties will be supported.

There are three main reasons for suspension: a serious breach of West Hatch's Behaviour Policy, persistent minor breaches of the Behaviour policy or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

The decision to suspend a student from school for either a fixed term or permanently is regarded as a last resort, and usually only after a range of these strategies have been undertaken. This includes: contact with family, behaviour report, detentions, department or internal exclusion. Parents will be informed of such decisions at all times.

### **Power to suspend**

The Headteacher is the only member of staff within West Hatch High School can suspend a student, either permanently or for a fixed term. In the absence of the Headteacher, the Deputy Headteacher may take this role.

### **Types of Exclusion**

#### **1. Internal Exclusions**

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an on internal exclusions. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an internal exclusions by completing an internal exclusion referral form. Staff should not threaten a student with exclusion as they have no authority to carry out the threat

Once the decision to internally suspend the student has been made, the parent should be telephoned and the details of the incident shared. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The internal exclusion will take place as soon as possible after the incident. Students placed in an internal exclusion will be expected to follow different school day timings. Their day will begin at 9.10am and will end at 4.15pm (On Tuesday this will be 8.40 am – 3.45pm). Students should bring in their own lunch for the day but those who do not have a packed lunch will be provided with a roll, biscuit and water if they have money on their account or if they have receive free school meals. Students receiving an internal exclusion are expected to remain in silence but can ask for help or request the use of the toilet which they will be allowed to use at certain times during the day. Students in the room must maintain excellent behaviour and adhere to the rules of the room to ensure they do not need to repeat their internal exclusion.

Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

## **Off Site External Exclusions**

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an external exclusion. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an external exclusion by completing an the isolation referral form (same as internal) Staff should not threaten a student with exclusion as they have no authority to carry out the threat.

Once the decision to set a student an external exclusion has been made, the parent should be telephoned and the details of the incident shared. Details of the host will be provided as their school day may differ to West Hatch. Students should be in full uniform, and take a packed lunch with them. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The external exclusion will take place as soon as possible after the incident.

An external exclusion may be used;

- To create space between two or more students who have broken the West Hatch School rules
- If an internal exclusion has already been tried and students continue to demonstrate the same levels of poor behaviour
- If a student with safeguarding concerns has engaged in suspension level behaviour and the school deems it necessary to keep the child in school
- As a strategy to help students avoid a suspension

## **Suspensions from school**

Suspensions are an extremely serious sanction and should only be considered when all other sanctions have been exhausted. Long external suspensions are rarely effective and removing the student from the school will not solve the behaviour problem. As with all behaviour issues it is important to unlock the problem and seek strategies with the student to solve the problem.

Only the Headteacher can agree an external suspension or the Deputy Headteacher in their absence. This is agreed once a Suspension referral form has been received.

The full details of the incident should be shared with the parent on the telephone, and a suspension letter should, if at all possible be sent home on the same day (usually by email). A copy placed on the student's file. A Return from Suspension meeting (Reintegration) must be held with the parent/carer and student, and the Head of Year before the student is allowed to return to lessons, a member of SLT will join these meetings where possible.

Removing a student from the school site for disciplinary reasons without following formal suspensions procedures is illegal even with the consent of the parent. If whilst investigating an incident a student needs to be isolated from others they should remain with a member of their Pastoral Team, a member of SLT or placed in the RESET room (if appropriate). However, requesting that a student be taken home from school for safety reasons, is a rare but necessary step in some occasions. If this is needed, parents/guardians will always be contacted, and students will not be allowed to leave until communication is made with home.

Hard and fast rules about the type of incident and the number of days suspension are generally not advisable because each situation and student requires a personal approach.

5 suspensions or suspensions of 15 days or more within an Academic term will be required to attend a Governor's Disciplinary Panel accompanied by their parent.

Whilst having regard to the circumstances of a particular case, the Headteacher will be likely to use suspensions in the following instances:

- Sustained challenge to the authority of a member of staff
- The use of foul or abusive language to a member of staff

- Sustained bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, age, religion, disability or sexual orientation)
- Persistent defiance of a school rule
- Acts of vandalism or physical violence
- Using drugs or alcohol and/or smoking within or in close proximity to the school site
- Conduct that has brought the school into disrepute
- Possession of banned items in school
- False or malicious complaints or accusations against members of staff or the school community.

This list does not note every offence for which a suspension may be used but gives an indication of the behaviour where it will be considered.

Suspension is a very serious punishment. It will usually be of the shortest possible duration to minimise the disruption to learning that extended absence from lessons results in.

We do not operate a fixed tariff system and each incident will be considered on an individual basis. Whilst a suspension may be an appropriate sanction, the Headteacher will make reasonable adjustments and take into account any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered a bereavement, is experiencing a trauma, has mental health issues or has been subject to bullying.

During the first five days of a suspension, the student is the responsibility of the parent/carer, although the school must ensure that adequate work is set. The Pastoral Team will be responsible for the collection of work. It is the parent/carer's responsibility to ensure that the student does not come onto the school site or is in a public place during school hours without reasonable justification.

On the 6th day of suspension, the school must provide suitable full-time education, either on or off the school site. In line with all Barking and Dagenham secondary schools, this will involve the student attending different host school or another Redbridge/ Essex school for the remainder of their suspension once the 6th day of suspension has been reached.

Governors believe that any student reaching their fourth suspension, during a relevant time period, has almost exhausted the capacity of the school to help them be successful. This will trigger a meeting with the Governor's Disciplinary Committee

In exceptional circumstances, for example following a particularly serious incident (that does not merit a permanent suspension) or for rapidly deteriorating behaviour, a Governor's Disciplinary Committee will be convened even if five suspensions have not occurred.

A student can be suspended for an aggregated total of 45 school days in any one academic year.

A suspension may be extended or made permanent where:

It was necessary to suspend the student in order to complete the investigation freely. It is essential that if new evidence has come to light the suspended student is given the opportunity to respond to it before the suspension is extended or made permanent.

If the student has been reported to the police and the result of that investigation provides additional evidence to the school.

## 2. Permanent Exclusion

Permanent Exclusion is reserved for offences that would have a seriously damaging effect on the life of the school, the well-being of other students or of staff, or seriously and persistently interfere with teaching and learning in the school. This is not necessarily limited to conduct that has taken place during school time or on/near to the school. The DfE lays out the following criteria for permanent exclusion:

- Serious violence which creates fear and anxiety among staff and students

- Possession of an offensive weapon on or within close proximity of the school site
- Dealing in drugs on or within close proximity of the school site
- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Serious breach or persistent breaches of the school's Behaviour for Learning Policy
- Allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school

A permanent exclusion is a serious step, and will only be taken when all other alternatives have been explored. However, it is clear that for some students, in some circumstances, this is the only available and appropriate option.

In most cases, permanent exclusion will be the final step in a process of dealing with disciplinary offences following the wide range of strategies which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the student and should only be used as a last resort