

# **Behaviour Support Policy at Hadrian School**

## **1. Introduction**

Hadrian School values and respects the unique characteristics, personalities and abilities of our pupils. We foster a community where all pupils are treated with dignity in a fair appropriate and equitable manner.

We foster and promote a positive 'can do' culture which is inclusive and free from discrimination and all forms of bullying.

We respect the diversity of our pupils' needs, cultures, religion, disability, gender, backgrounds and ethnicity.

We provide a collaborative problem solving solution focused environment which is positive, safe, secure, where pupils are encouraged to develop their confidence, self-esteem and where they are supported and taught to communicate their emotions and learn to manage their own behaviour.

We aim to use our detailed knowledge of pupils to observe trigger, analyse changes in behaviour, distress signals, communication signals to avoid the escalation of inappropriate behaviour.

We collect, monitor and analyse key data in relation to behaviour support and use this information to inform our Governors, Parent/Carers and other Professionals.

We recognise that we are in a continuum of educational provision and endeavour to prepare and equip our pupils with the necessary skills, emotional wellbeing and strategies for lifelong learning as active members of a cohesive community.

We see effective relationships between Parents/Carers, School and other Professionals as fundamental to providing high quality behaviour support.

We recognise our duties to share and network good practice with other stakeholders through adult training, parental partnerships and good communication systems.

Through adopting the above statements we aim to raise achievement and participation in a safe, positive environment.

## 2. Statements

### Hadrian School promotes:

- A safe, secure learning environment free from discrimination, intimidation and bullying
- Pupil's wellbeing, social and emotional welfare, mental and physical health
- An environment that nurtures and provides systems to counsel and monitor the emotional welfare of our pupils
- High expectations of pupil behaviour, school rules are symbolised and clearly displayed in all classrooms as part of our Circle Time approach
- An environment that values, respect, listens to and acts on our pupil's voice at every opportunity
- An environment that aims to teach children the appropriate strategies to manage their own positive behaviour
- A culture of fairness and positive discrimination ensuring that the positive behaviour of pupils is equally recognised and celebrated
- High quality effective teaching which directly impacts on pupil learning, progress, achievement and behaviour
- The appropriate use of sanctions measured to the age, disability and needs of the pupils
- Partnership working with staff to ensure that they feel supported, confident, secure, empowered and knowledgeable with regards to positive behaviour support
- An open access environment to facilitate support and guidance to all staff
- A detailed induction to newly qualified or new staff to our Behaviour Policy Guidance
- Models of positive appropriate behaviour strategies
- An environment that promotes understanding, with access to visual cues, 'now and next' boards, Makaton Signing, Photograph/Symbol timetables, feelings boards, 'who can help me' boards
- Positive, trusting relationships with pupils, staff, parents and our school community
- Partnership work with Parents/Carers as key to successful behaviour support
- The 'Thrive' approach to behaviour support, Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning
- An ongoing programme of staff training and development in relation to strategies and approaches to behaviour support
- A culture of mutual respect that values diversity and equality
- A culture of positive reinforcement, praise and the celebration of achievement
- A two way process of Community Cohesion which allows us to experience and practice behaviour skills in real community settings
- Consultation and values collaboration with our stakeholders in shaping, owning, implementing and adhering to our Behaviour Support Policy
- Confident Parenting training to help support and equip our wider community with the necessary skills and strategies to enable effective behaviour support

- Appropriate transition of key information to stakeholders to promote continuity and consistency of approach.

### **3. Implementation**

#### **Implementation of rewarding consistently good behaviour and rewarding improving behaviour through:**

- Positive praise and reinforcement
- Use of the THRIVE approach
- Congratulations and Good News Postcards home
- Personalised letters to parents
- Certificates which recognise positive contributions to the school community
- Celebration assemblies involving parents
- Celebration of School Rules
- Special privileges, Golden Time, Always Good Assemblies
- Rewards/prizes

### **4. Sanctions**

We will work to reward and support positive behaviour, however where sanctions are necessary we will follow these guidelines. Sanctions are more likely to promote positive behaviour if pupils perceive them to be fair.

#### **The guidelines to staff on implementing the school's Behaviour Support Policy therefore advises them to ensure that sanctions:**

- Are reasonable and proportionate to the case in hand
- Are part of a tool kit selected from a wide range of sanctions
- Impress upon the child what he/she has done is unacceptable
- Deter the pupil from repeating the behaviour
- Signal to others that the behaviour is unacceptable and deter them from doing it
- Make clear they are dealing with the behaviour rather than stigmatising the pupil
- Avoid early escalation to severe sanctions reserving them for the most serious or persistent behaviour.

Avoid sanctions becoming accumulative and automatic.

Sanctions should always take into account the individual need, age and understanding of the pupil.

Avoid all group sanctions that punish the innocent as well as the guilty.

Use sanctions that are a logical consequence of the pupils inappropriate behaviour e.g. if work is not finished in class, stay in over break.

Use sanctions to help the pupils and others to learn from mistakes and recognise how they can improve their behaviour.

When appropriate use sanctions to put right harm caused.

Never issue a sanction that is humiliating or degrading. Avoid shouting in frustration.

Use sanctions in a calm controlled manner.

Ensure that sanctions are seen as consistent.

Attempt to link the concept of sanctions to the concept of choice so that pupils see the connection of their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

### **Our School Rules are:**

- Be kind
- Be a good friend
- Be polite
- Do your best
- Share
- Look after yourself and stay safe
- Look after our school

### **4.1 Examples of approved sanctions in use at Hadrian School**

- 1:1 admonishment
- Removal from group
- Withdrawal from particular lesson/peer group
- Withholding participation in school trips/sports that is not an essential part of school curriculum
- Withdrawal of break/lunchtime privileges
- Carrying out a useful task in school
- Detention with parental consent, e.g. removal from Local Authority transport
- Confiscation of inappropriate items including knives, weapons, alcohol, drugs, stolen items, tobacco.

### **4.2 Exclusions**

Exclusions are the sole responsibility of the Head Teacher in discussions with the Chair of Governors following Local Authority guidelines and procedures. It is our aim never to exclude a child either temporarily or permanently from Hadrian School, so far in our 17 year history we have never excluded one child.

## 5. Advice and Support

Advice and support is available at all times from the Leadership Team and the Thrive Team (TT).

### The TT can help:

- The assessment and development of a Thrive Plan
- Identification of need/assessment for a Thrive Plan, baseline evidence
- Help with the Collaborative Problem Solving approach
- Classroom Management support, structures, routines, systems
- Time to talk and reflect
- Remit for seeking further advice and support from other professionals
- Monitor the implementation of the Behaviour Support Policy
- Disseminate the policy to the school and wider community
- Identify Parents/Carers who may benefit from the Confident Parenting Programme.

## 6. Rights and Responsibilities

### THE RIGHTS AND RESPONSIBILITIES OF SCHOOLS, PUPILS AND PARENTS IN ENSURING AN ORDERLY CLIMATE FOR LEARNING

6.1 SCHOOLS	
RIGHTS	RESPONSIBILITIES
<p>To share the school's statutory power to discipline pupils and seek agreement from parents and pupils to adhere to it.</p> <p>To implement the school Behaviour Policy – including rules and sanctions.</p> <p>To encourage pupils and parents' cooperation in maintaining an orderly environment for learning.</p> <p>To adopt a zero tolerance approach to any forms of prejudice, threatening behaviour, bullying and intimidation of pupils or staff.</p> <p>To confiscate and keep any unlawful and harmful items and substances.</p> <p>To contribute to the development of the school Behaviour Support Policy.</p> <p>To be taught in environments that are safe, conducive to learning and free from disruption.</p>	<p>To ensure the whole school community is consulted and informed with regards to the principles of the school Behaviour Support Policy.</p> <p>To establish and communicate clearly, measures to ensure good order, respect and discipline.</p> <p>To ensure the school Behaviour Support Policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</p> <p>To ensure Teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and Workforce Remodelling Agenda, so that there is due recognition of the enhanced roles or support staff and not all responsibilities are focused on the Teachers.</p>

<p>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</p> <p>To appeal to the Head Teacher/Governors and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p>	<p>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional training and development on behaviour strategies and approaches.</p> <p>To support, praise and as appropriate, reward pupils' good behaviour.</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</p> <p>To make alternative provision from day 6 for a fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.</p> <p>To take all reasonable measures to protect the safety and wellbeing of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</p> <p>To ensure staff model good behaviour and show respect to pupils and colleagues.</p> <p>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</p> <p>To keep parents informed of their child's behaviour – good as well as inappropriate, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</p> <p>To work with other agencies to promote community cohesion and safety.</p> <p>To adhere to simple school rules and accept adult direction and support to maintain levels of acceptable behaviour.</p> <p>To act as positive ambassadors for the school when on and off school premises.</p> <p>Not to bring inappropriate or unlawful items to school.</p>
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	<p>To show respect to school staff, fellow pupils, school property and the school environment.</p> <p>To build and sustain positive, trusting relationships with peers and staff.</p> <p>To cooperate with and abide by any arrangements put in place to support their behaviour such as Behaviour Support Plans or Parenting Contracts.</p>
<b>6.2 PARENTS</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p>To contribute to the development of the school Behaviour Support Policy.</p> <p>To be kept informed about their child's progress, including issues relating to their behaviour.</p> <p>To expect their children to be safe, secure, valued and respected in school. To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</p> <p>To appeal to the Head Teacher/Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p> <p>To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</p>	<p>To respect the school's Behaviour Support Policy and the disciplinary authority of school staff.</p> <p>To work in partnership with school to ensure continuity and consistency of approaches to behaviour support.</p> <p>To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn.</p> <p>To support the school rules and ensure their child does not bring inappropriate or unlawful items into school.</p> <p>To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviour outside the norm.</p> <p>To be prepared to work with the school to support their child's positive behaviour.</p> <p>To attend meetings with the Head Teacher or other school staff, if requested, to discuss their child's behaviour.</p> <p>To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</p> <p>If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</p>

## **7. Monitoring Recording and Reporting**

All behaviour incidents must be logged electronically using the CPOMS recording system. As soon as an incident is logged, an automatic email is sent to the Senior Leadership Team, alerting them to the fact that an incident has taken place. Information regarding incidents is confidential and stored in accordance with GDPR regulations (2018).

### **7.1 Review and Monitoring of the Policy**

This policy will be reviewed on an annual basis or earlier if legislation should change. The policy will be shared with all staff including Mid-Day Supervisory staff and will be sensitively reviewed in discussion with the pupils and the School Council/Forum. The policy will be communicated to Parents/Carers via the School Website and key information made available on request.

## **8. Further and Related Information**

**More detailed related information is available in the Leadership Team Room:**

- School Rules
- Complaints Policy
- Bullying Policy
- Safeguarding Child Protection Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Single Equity Plan
- E-Safety Policy
- Relationships and Sex Education Policy
- SEN Policy
- Site Security
- Safer Recruitment Policy (Recruitment, Baring and Vetting Policy)
- Intimate Care Policy
- British Values

### **LA Contact Officers:**

Ian Clennell - Managing Director of Clennell Education Solutions –  
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Catherine Stobbart - Head Teacher Virtual School for LAC –  
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Gillian Carlisle - ASPIRE Team

Sue Miller - Specialist Practitioner – [sue.miller@newcastle.gov.uk](mailto:sue.miller@newcastle.gov.uk)

Sue Kirkley Newcastle Safeguarding Children Board –  
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Head of Safeguarding and Children's Social Care –  
[mick.mccraken@newcastle.gov.uk](mailto:mick.mccraken@newcastle.gov.uk)

## References

SEND Code of Practice – Updated April 2020  
Keeping Children Safe in Education – September 2020  
Working Together to Safeguard Children – December 2018  
The Children Act 2004  
DfE Mental Health and Behaviour in Schools – November 2021  
DfE Behaviour and Discipline in Schools: Guidance for Head Teachers and Staff – September 2020

## Glossary of Partners/Stakeholders linked to successful behaviour support at Hadrian School

- Parents/Carers
- Educational Psychology
- Clinical Psychology
- Occupational Therapy (Sensory Profiles)
- SALT
- Physiotherapy
- Music Therapy
- Aspire Team
- CAMS/CYPS
- Medical Support
- Social Workers
- Community Nurses
- Peripatetic Teachers
- Thrive Team
- SENTASS
- Volunteers
- Community Coaches
- Respite Carers
- Visiting Professionals
- Bus Escorts
- Mid-Day Supervisory Assistants
- Students
- Supply Staff
- Governors

## Hadrian School Crib Sheet for Safeguarding, Safety of Welfare Concerns

Nature of Concern: Examples	Forms (on colour coded paper) to be completed:	People to be made aware of concern:
Bus driver or escort complains about child's behaviour on bus	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
Parent phones school about child having nits	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
Unreasonable request from a Parent, e.g. they phone school about putting sun tan cream on child 4 times a day	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
A child has an accident in school which results in an injury needing a First Aider's attention	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
	... the red ' <b>Incident Book</b> ' at reception	
A child is unwell in school, the parent is called and the child goes home	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
Incidents of 'out of character' difficult behaviour	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team
Incidents of bullying, racial or homophobic behaviour	Pink ' <b>Communication of Information Form</b> ' kept in Green File in the classroom	Classroom Staff and a member of the Leadership Team, then follow through the LA's reporting procedures
	... the red ' <b>Incident Book</b> ' at reception	
Any unexplained form of injury found on a child	Red ' <b>Safety and Welfare Concern Form</b> ' and relevant ' <b>Body Map</b> ' to be passed to Chris Rollings or Alex Rayner immediately and to be stored securely in HT's office	Person logging concern and CR or AR, then follow the school's safeguarding procedures
A child has an accident in school, through lack of supervision, which results in an injury which needs a First Aider's attention	Red ' <b>Safety and Welfare Concern Form</b> ' and relevant ' <b>Body Map</b> ' to be passed to Chris Rollings or Alex Rayner immediately and to be stored securely in HT's office	Person logging concern and CR or AR
A child discloses sensitive information	Red ' <b>Safety and Welfare Concern Form</b> ' to be passed to Chris Rollings or Alex Rayner immediately and to be stored securely in HT's office	Person logging concern and CR or AR
<b>In addition, any Child Protection reports, copies of plans, records of meetings and phone calls should be filed in the Pupil's Individual Safeguarding Files stored in the Head Teacher's Office.</b>		

**Confirmation that the Behaviour Support Policy in respect of Hadrian School has been discussed by the Governing Body:**

**Signed by:**

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed at the Governing Body Meeting on: \_\_\_\_\_

Minute Reference: \_\_\_\_\_