



Statement of General Principles

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 manage their own behaviour.

We aim to use our detailed knowledge of pupils to observe, 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 stakeholders.

We recognise that we are on 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.

Policy: Behaviour Support
Date: January 2017



Hadrian School, Bertram Crescent, Newcastle upon Tyne, NE15 6PY, Telephone 0191 2734440
Websites - School: www.hadrian.newcastle.sch.uk HEADS: www.headstraining.co.uk



2. Statements

Hadrian School promotes:

- A safe, secure learning environment free from discrimination, intimidation and bullying.
- Pupils 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.
- An environment that values, respects, 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.
- Positive, trusting relationships with pupils, staff, parents and our school community.
- Partnership work with parents/carers as key to successful behaviour management and 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.
- Social emotional aspects of learning (SEAL) as an integral part of our curriculum.
- 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.

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3. Implementation

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

- 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
- Rewards/prizes

4. Sanctions

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:

- Must be reasonable and proportionate to the case in hand
- An appropriately wide range of sanctions
- Must impress on the perpetrator what he/she has done is unacceptable
- Must deter the pupil from repeating the behaviour
- Must 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.

Use sanctions in a calm controlled manner.

Ensure that sanctions are seen as inevitable and 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.

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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 school transport

4.2 Exclusions

Exclusions are the sole responsibility of the Head Teacher in discussion 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.

5. Advice and Support

Advice and support is available at all times from the Leadership team and the Behaviour Support Team (BST). The BST can help:

- Identification of need/assessment for a Behaviour Support Plan
- Identification of need/assessment for a Thrive Plan
- Help with the Collaborative Problem Solving approach
- Time to talk
- 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

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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 teach and encourage pupils to respect the rights of other pupils and adults in the school.</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 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 Remodeling Agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on Teachers.</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>

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	<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 or 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>
Rights	Responsibilities
<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 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 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> <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</p>

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	their behaviour such as Behaviour Support Programmes or Parenting Contracts.
6.3 PARENTS	
Rights	Responsibilities
<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.</p> <p>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 behaviours 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. 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 and sensitively reviewed in discussion with the pupils and the School Council/Forum. The policy will be communicated to parents/carers annually and key information made available on request.

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8. Further and related information

More detailed related information is available in the Leadership Team Room

- School Rules
- Complaints Policy
- Safeguarding Child Protection Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Single Equality Plan
- E-Safety Policy
- Relationships and Sex Education Policy
- Thrive Approach
- Zippy's Friends
- British Values
- Prevent Strategy
- SEN Policy
- Critical Incident Management Plan
- Safer Recruitment Policy (Recruitment, Baring and Vetting Policy)
- Intimate Care Policy

Contacts:-

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References

A wide range of information, advice and support is available from the TeacherNet's online publications at www.teachernet.gov.uk

"Bullying Involving Children with Special educational Needs and Disabilities"

"Safe to Learn. Embedding anti-bullying work in schools"

Human Rights Act and the United Nations Convention on the Rights of the Child (UNCRC) at www.crae.org.uk

"Safeguarding Children and Safer Recruitment in Education" DCSF 2016

OfSTED Safeguarding policy and Procedures OfSTED 2016

The Protection of Children in England: A Progress Report, Lord Laming 2009

Every Child Matters www.everychildmatters.gov.uk

The Disability Equality Duty and the Disability Discrimination Act 2005

School Rules

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

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Glossary of partners/stakeholders linked to successful behaviour support at Hadrian School

- Parents/Carers
- Educational Psychology
- Clinical Psychology
- Occupational Therapy (Sensory Profiles)
- SALT
- Physiotherapy
- Nordoff Robbins Music Therapy
- Aspire Team
- CAMHS
- Medical support
- Social Workers
- Community Nurses
- Peripatetic Teachers
- Behaviour Support Team
- Volunteers
- Community Coaches
- Respite Carers
- Visiting professionals
- Bus escorts
- Mid-day Supervisory Assistants
- Students
- Supply Staff
- Governors

Confirmation that the Behaviour Policy in respect of Hadrian School has been discussed by the Governing Body and will be reviewed biannually.

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____ Minute Reference: _____

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