

POSITIVE BEHAVIOUR POLICY



Latest review undertaken March 2025

Next review: Spring 2026

Statutory Policy

RATIONALE

Hadrian Academy is a happy, secure and friendly school. It encourages positive behaviour and has equality of opportunity for all regardless of gender, race or special needs.

This policy should be read in conjunction with statutory guidance

[Behaviour and discipline in schools \(2017\)](#)

We believe that rewards for appropriate behaviour and positive behaviour management strategies are the best way of reducing inappropriate behaviour. We have three rules; Ready, Respectful and Safe. Classes will explore how these rules apply to them and create a class code of conduct at the beginning of each year. If a child breaks one of these rules they will be supported to reflect using procedures within this Positive Behaviour Policy. In some circumstances the school will issue a consequence for misbehaviours outside school, particularly if it could adversely affect the reputation of the school.

Good communication between home and school will enable us to identify and deal with potential problems before / as they develop. All families are asked to sign the Home School Agreement, where expectations of behaviour are written, when their child/ren start at Hadrian Academy.

All new staff, ECTs, supply staff, midday and support staff should read this and related policies, as part of the induction when they join the school as well as at the start of each new academic year.

Where we have written 'staff', ensuring that all children behave positively, is the responsibility of all paid staff with responsibility for children, including teaching assistants and the midday team.

Guidelines to Positive Behaviour

Our behaviour policy centres around our vision:

We are **ambitious; resilient** and **creative** - always **READY** to learn

We are **role models; kind** and **honest** - always **RESPECTFUL**

We are **SAFE** to *achieve excellence together*

Children can gain rewards for demonstrating any of the qualities in colour. They can receive consequences for breaking any of the rules in red.

These values reflect the needs and wants of the whole school community. They state our commitment to fostering caring attitudes based on mutual respect between children, staff and parents

- We give children a chance to explain and give reasons for their behaviour
- We enable everyone to deal with behavioural problems fairly, to listen to all sides
- We allow pupils the opportunity to share, confidentially, concerns over their friends' behaviour
- We make sure each person in school is aware of what is and what is not acceptable behaviour
- We create opportunity to praise good behaviour and use it as an example to encourage similar behaviour

Behaviour expectations: We expect children to **RESPECT** other members of the school community and so avoid the following low level disruptive behaviour.

Listening to others: We expect children to learn, to listen to the teacher and their peers respectfully. Children should not talk in the following situations – during direct teaching time; when walking (**as a class**) around the school; when lining up; during assembly and hymn practice; when told to work silently.

Requests/Instructions: We expect children to comply with requests and instructions given by all members of staff. It is expected that adults will only make requests that are fair and reasonable.

Sitting: We expect children to be ready to learn. This means they should sit with legs crossed, when on the floor. When seated on a chair, we expect all four chair legs to be on the floor. **Children must not swing / rock on their chair.** Children should not fidget or distract other children. We expect children to sit up, not slouch against tables or lay their heads down. Teachers need to be aware of the length of time children have been sitting on the floor and respond accordingly.

Disrupting others : We expect children to leave others to work without being disrupted.

Adult response and responses towards a pupil if the above behaviours are not carried out set out clearly in the Behaviour Levels poster, which can be found in the appendix. Children who find these, and other rules of the school difficult will receive support in the form of individual targets, behaviour charts and the rules may be broken down. The aim is that all children can follow the school rules, but we understand that some may need more support as they are learning the expectations.

READY (To learn): teachers may ask children to repeat unsatisfactory work until it meets the requested level (levels will always be based on the child's ability). This may be at play or lunch time. Children should be allowed at least a third of their play or lunch in such circumstances. Children may be asked to complete work at home if they have not tried their hardest.

READY (For school); Uniform At Hadrian Academy we expect pupils to be dressed according to the uniform and dress code that is clearly outlined in the school prospectus and in the attached annex. Our belief is that this is a vital aspect of ensuring high standards of behaviour.

Parent/guardians sign up to a home-school agreement that states that they will ensure "their child wears the correct uniform". We expect this to be complied with and the school will implement consequences on those who choose to disregard this.

Sanctions

A pupil arriving in school with incorrect **uniform** or with a **PE kit** that is deemed inappropriate:

On the first occasion will be issued with a letter home via Parentmail or ClassDojo to parents/guardians. This letter will require parents/guardians to make alterations by the following Monday.

Continued failure to comply with uniform requirements will result in the implementation of the school behaviour policy and may result in the pupil being internally isolated and prevented from taking part in inter school competitions and having leadership responsibilities

The school reserves the right to decide what is appropriate e.g. when the word "sensible" or "suitable" is used.

Serious incidents - Further sanctions and strategies to discouraging inappropriate behaviour

We always **fully investigate** incidents and blame should not be apportioned without evidence. Children need to know they will be given time to explain situations, feelings and emotions.

Genuine remorse should be accepted and impact on the level of sanction.

Retaliation is not promoted and should only be used to keep a child being hurt safe, and when they cannot tell an adult. Disproportionate retaliation leading to the incident escalating is not acceptable and may lead to a level.

For **serious incidents** children will automatically be placed straightaway on a higher level of consequence.

Any child who moves onto **level 5** will be monitored over the school day through a Report Card.

All level 2 and above behaviour is recorded onto CPOMS. All staff are trained on how to log incidents onto CPOMS. Staff will categorise behaviour onto CPOMS under the following headings:

Behaviour Subcategories

- ☐ Condoning inappropriate behaviour of others ☐ Cyberbullying or through Social Media ☐ Damaging property ☐ Disrupting learning
- ☐ Fighting or hurting others ☐ Friendship Issues ☐ Homophobic Incident ☐ Internal Exclusion ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐ Misogyny
- ☐ name calling ☐ Negative behaviour not listed ☐ Other behaviour ☐ Physical Bullying ☐ Psychological Bullying ☐ Racist remark/incident
- ☐ Rude to an adult ☐ SEND Dysregulation ☐ Stealing ☐ Suspension ☐ swearing ☐ Team Teach ☐ Verbal Bullying

All behavioural incidents logged onto CPOMS are seen by the safeguarding team. Bullying/Friendship Issues are also recorded onto CPOMS and seen by the safeguarding team. When recording an incident onto CPOMS, the staff member needs to include the trigger, what happened and the action taken.

Monitoring and Evaluation

The Principal will report annually to the Governing Body on the effectiveness of this policy, particularly on incidents of bullying, racism, sexual and racial harassment.

This is an annual policy and will be reviewed each year, published on the school website, a link sent home via PARENTMAIL to all families and given to staff to read and sign.

Behaviour Levels

In school we are all expected to follow the rules that have been decided on. If we follow these rules we can all learn in a happy and safe place. If you choose not to follow the rules then you will have to accept the following consequences. Before you move to any level an adult will warn you to give you a chance to change your behaviour.

Step 1	An adult will ask you to stop.
Step 2	An adult will remind you again to stop.
LEVEL 1	You will be sent for 10 minutes time out to work by yourself at the back/side of the room (Yr 5 /6 will also lose five min of play)
LEVEL 2	You will be sent to another classroom to work for 20 minutes and your parents will be given a letter (Yr 5 /6 will also lose five min of play)
LEVEL 3	A member of the SLT (Senior Leadership Team) will be informed and you will lose 15 minutes lunchtime. Your class teacher will send a letter home about your behaviour.
LEVEL 4	A member of the SLT will be informed and you will lose 30 minutes of lunchtime. Your class teacher will send a letter home about your behaviour.
LEVEL 5 Any child getting three, level 4's in a term or following a serious incident	This is extremely serious! You will go onto a report card and a meeting will need to take place between parents/guardians and a member of the senior leadership team. A letter will be sent home about your behaviour. Pupils will stay on the report card until they have had 10 green days with NO levels 3 or 4 (<i>small mistakes are permitted as long as behaviour is turned around</i>). <u>You may lose privileges</u> e.g. not allowed to join in with non-uniform day The report card must be shown with a member of the SLT on a daily basis.
More serious behaviour	More serious behaviour could lead to an internal exclusion or a suspension.

REMEMBER ONLY YOU CAN DECIDE TO CHANGE YOUR BEHAVIOUR

In some circumstances the school will issue a consequence for misbehaviours outside school, particularly if it could adversely affect the reputation of the school.

Three level 4's will lead to a level 5 being given if they are within half a term.

Lunch time

Midday supervisors will follow the same guidance for behaviours.

Midday staff will reward positive behaviours.

Midday Staff should follow the levels below

Step 1	Remind the child of expected conduct.
Step 2	Issue a verbal warning and remind the child of expected conduct & consequence if they do not comply.
Level 1	Send to a bench for a calming period or move to another table
Level 2/3	If they repeat action then the child will be sent inside to the SLT for a fifteen minute period.
Level 4	A letter saying they have reached level 4 will be written by the class teacher and sent home and they will lose 30 minutes of lunchtime. Any hurting, bullying, swearing, level 4 etc. must be recorded onto CPOMS with the SLT informed.

Lunchtime incidents

All level 2 and above behaviour will be recorded onto CPOMS.

Pastoral Support

- Pastoral Support will come into play where children have identified medical and SEN needs. He / she may need their own individual behaviour plan.
- Pastoral Support will come into play where an individual's behaviour is deteriorating rapidly or where there is risk of failure at school.
- Staff have the option to record behaviour on CPOMS for children whose behaviour does not fall under the steps and levels.
- The school may work in partnership with parents and external agencies when implementing a behaviour modification programme.
- When the support plans have been put into place the class teacher should explain to the class, so they understand why the individual is being treated differently.
- Where appropriate a Positive Handling Plan and Risk Assessment may be carried out - see Physical Intervention Policy

Representing the school

Representing the school is a recognised privilege and children will not be able to do so if they have received a level 3 or 4 in the previous two weeks.

Guidance for all staff on effective behaviour management - a consistent approach

- Good behaviour can be encouraged in many ways but most **effectively through a consistently positive approach.**
- Expectations should be very explicit and consistent.
- Fair and consistent sanctions give children boundaries and security.
- Children must know that all staff work together to make school a happy, safe and secure place to be.
- Class discussions highlighting events are a constant reminder to all concerned about what is to be encouraged and discouraged.
- Assemblies will involve stories and activities to encourage thinking about others and their own actions.
- Where an incident occurs, staff should use circle time, as appropriate, to discuss issues arising.
- Staff need to be aware of external influences or circumstances which may be affecting the child's behaviour at any given time and take this into consideration when dealing with behavioural problems.

We aim at Hadrian Academy for behaviour to be consistently managed to help children feel secure within their environment.

All staff should refrain from shouting, using sarcasm or using force when sanctioning a pupil. Remaining calm and depersonalising situations by using the school rules and class codes of conduct are much more effective. Shouting should only be used as an exceptional response.

If appropriate a child may be requested to turn out their pockets or bag. Under the direction of the Principal, teachers have the power to stop and search. Please see guidance on physical restraint in Physical Intervention Policy.

Bullying (and other forms of child on child abuse)

We aim to prevent bullying at Hadrian Academy. Please see the **Anti-bullying Policy**.

We believe that an atmosphere should be encouraged in which children know that complaints of bullying will be taken seriously and dealt with fairly. All involved will be listened to. Procedures should be known by all staff, parents and children and followed consistently. Bullying that takes place off the school site which is witnessed, or reported by the public will be investigated and dealt with in accordance with the bullying policy. All new staff must read the Anti Bullying Policy regardless of their role in school.

All bullying concerns must be reported to a member of the SLT and recorded onto CPOMS. Records are kept of all child on child abuse. Each classroom displays the level poster which explains the sanctions for bullying and other forms of child on child abuse. See also the bullying policy.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or significantly damaging property. Please see the separate Physical Intervention Policy.

Exclusion - Please refer to the Exclusion Policy for additional information

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to not “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

Reasons for exclusion:

- Serious breach of the school’s rules or policies;
- and
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Principal, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Dealing with racism at Hadrian Academy

School practices:

- The Principal and SLT oversees the recording and monitoring of all racist incidents

- Care is taken when dealing with racist incidents that involve retaliation, to ensure that appropriate action is taken both with the person who has initiated the incident and the person who has retaliated in response to it
- Racist incidents are discussed with parents/carers and they are encouraged to reinforce the school's anti-racist practices at home
- Failure to observe racial equality and racial harassment policies and procedures is covered in the school's Disciplinary and Grievance Procedures
- Where a racist incident occurs, this will be dealt with by a member of the Senior Leadership Team.
- All racism incidents at Hadrian Academy will be dealt with sensitively with all children who are involved, spoken and listened to.

Possible Examples of Racial Harassment in School

Racist incidents can cover a range of occurrences, from violence with a racist motivation to use of language which causes offence but arises from ignorance or thoughtlessness rather than from any overtly racist motivation.

However, a pupil's life chances can be undermined by behaviour which is racist in nature, even if there is no racist intent.

Consequently all racist incidents are logged onto CPOMS and numerically reported to the governors.

All racist incidents are investigated and then the nature of, and the resolution to, the racist incident is recorded onto CPOMS.

The person responsible for the incident should be provided with the opportunity to learn from it. In some instances, for example where racist behaviour arises out of ignorance, then a teacher taking a pupil aside to discuss what has happened and the harm that might have resulted, might be appropriate.

The parents/carers, both of the person responsible for the incident and of the person subject to the incident, are informed. The person who has been the subject of a racist incident needs to be appropriately supported.

In some circumstances it may be necessary to refer a racist incident to the Police. This will normally only be necessary where there is violence leading to physical harm and/or intimidation. The advice of the Police may be sought.

The following could constitute behaviour with a racist motive:

- racist insults, taunts or using threatening words to intimidate
- physical assault or physical threat, intimidation or harassment (including attacks on possessions)
- ostracism in the playground, classroom or working group
- incitement of others to behave in a racist manner
- graffiti which is racially offensive
- derogatory name calling including terms such as Paki, Gypo, Chocolate face
- racist jokes including jokes about other nations or particular groups
- comments which are offensive on grounds of colour, race, ethnic and national origin, nationality and citizenship
- drawings which are offensive on grounds of colour, race, ethnic and national origin, nationality and citizenship

- bringing to school, material which is racist, including leaflets, comics or magazines
- wearing racist tattoos, badges or insignia

Effective action

Prompt, appropriate and consistent responses from staff will encourage children and parents to report incidents and share their concerns or worries

The member of staff who first encounters the incident MUST

- Express firm disapproval and take positive action to deal with the situation.
- Investigate the incident to ascertain the facts, together with the background which led up to the incident.
- Draw the perpetrator to one side and explain clearly and calmly why the behaviour was wrong and that it will not be repeated. As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the child.
- Seek an assurance that the child understands why the behaviour was wrong and will not be repeated.
- Where an assurance is forthcoming, asking the child to apologise for his/ her actions.
- Refer the incident to the senior leadership team in accordance with the Discipline and Behaviour Policy. For most situations this will result in a level 4 consequence however every case will be considered individually.
- A member of the SLT will contact the parents to make it clear to them that such behaviour is unacceptable and that further action will be taken if there is a repetition.
- In appropriate cases, consider the use of positive strategies other than sanctions and punishment which might help and encourage the child to overcome his/her prejudices and to desist from engaging in similar behaviour in the future
- The incident including any subsequent actions must be recorded onto CPOMS

Behaviour Choices

Some behaviour choices are very serious and will lead to you going straight onto a level 4 or level 5.

The type of behaviours that may lead to a level 4 or 5 are:

<u>Level 1-3</u> <u>You could get a level 1-3 for breaking any of our school Rules</u> <u>Ready (not having the correct equipment.</u> <u>Respectful (calling out in lessons, using language that could be considered hurtful,</u>	
<u>Level 4</u> • Disrupting learning • Name calling • Swearing	<u>Level 5</u> • Deliberately hurting people • Bullying/harassment

- | | |
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| <ul style="list-style-type: none">● Damaging property● Racist remark● Fighting● Hurting● Condoning inappropriate behaviours● Being rude or disrespectful to an adult● Stealing | |
| REMEMBER ONLY YOU CAN DECIDE TO CHANGE YOUR BEHAVIOUR | |

Day	am 1	Play time	am 2	am 3	Lunch time	pm	Story
M	Ready	Ready	Ready	Ready	Ready	Ready	Ready
	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful
	Safe	Safe	Safe	Safe	Safe	Safe	Safe
T	Ready	Ready	Ready	Ready	Ready	Ready	Ready
	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful
	Safe	Safe	Safe	Safe	Safe	Safe	Safe
W	Ready	Ready	Ready	Ready	Ready	Ready	Ready
	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful
	Safe	Safe	Safe	Safe	Safe	Safe	Safe
T	Ready	Ready	Ready	Ready	Ready	Ready	Ready
	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful
	Safe	Safe	Safe	Safe	Safe	Safe	Safe
F	Ready	Ready	Ready	Ready	Ready	Ready	Ready
	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful	Respectful
	Safe	Safe	Safe	Safe	Safe	Safe	Safe

Parents/carers: Please sign each day when you read this report card.