

DISCIPLINE AND BEHAVIOUR POLICY



The Directors of the Governing Body of Hadrian Academy Trust have agreed that policy documentation from Hadrian Lower School will continue to be appropriate until such time that the policy is due to be updated.

Note;

- The wording Hadrian Lower School should be read as Hadrian Academy.
- Reference to the Local Authority may not always apply.
- Reference to staff employer should be read as Hadrian Academy Trust.

AGREED BY DIRECTORS OF HADRIAN ACADEMY TRUST:

Renewal date : Summer 2012

RATIONALE

Hadrian School 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. We have Whole School Values, Discipline and Behaviour Policy and individual class 'Codes of Conduct'; drawn up with pupil involvement that will be rewarded by praise, Golden Time, Golden Book and class rewards. Inappropriate behaviour will be discouraged using procedures within this Discipline and Behaviour Policy.

Good communication between home and school will enable us to identify and deal with potential problems before / as they develop.

Guidelines to General Discipline

The school has high and explicit expectations of behaviour which are communicated verbally and in the written form to all stakeholders. All new staff, NQTs, supply staff, midday and support staff should have read this and related policies, as part of induction.

Whole School Values

We help and co-operate with one another	We are kind and try to get along	We are honest with ourselves and each other	We are encouraging and accepting
We take responsibility for ourselves and others	We are caring and look after everything	We respect and listen to others	We work hard and try our best

These values reflect the needs and wants of the whole school community. They state our commitment to fostering caring attitudes based on respect.

- They give children a chance to explain and give reasons for their behaviour
- They enable every one to deal with behavioural problems fairly, to listen to all sides
- They allow pupils the opportunity to share, confidentially, concerns over their friends' behaviour
- They make sure each person in school is aware of what is and what is not acceptable behaviour
- They create opportunity to praise good behaviour and use it as an example to encourage similar behaviour
- They create a learning community characterised by empathy, understanding and harmony across gender and racial boundaries

Rewards and strategies to encourage appropriate behaviours

1.	Verbal praise, stickers will be given within the class for good behaviour, good work and a positive attitude, promoting high self-esteem and developing levels of expectation
2.	All children are entitled to 45 minutes Golden Time weekly as a reward for good behaviour.

3.	To reinforce positive behaviour and a caring ethos everyone in the school can nominate others for praise and a certificate in Golden Book Assemblies, each term.
4.	Star of the Month is awarded for academic achievement
5.	An additional Lunchtime reward system is based on whole class behaviour in the dining hall and is rewarded by the midday staff.
6.	Good attendance and punctuality are published for whole classes monthly and individually for 100% attendance termly.
7.	Individuals may have reward charts linked to IEPs and these are explained to the whole class.
8.	The headteacher will award Headteacher Award stickers for good work and positive attitudes
9.	All children who read at home for 5 days in the week are rewarded with a Star Reader award of an extra 10 minutes playtime.
10.	The class teacher will send home a letter of praise termly, in recognition of consistent good behaviours.
11.	Year 3 pupils earn the right to use a handwriting pen and yr 4 pupils earn the right to use a fountain pen. PEN PASSES REQUIRED

A poster showing school rewards will be up in each classroom to remind the children of how we will reward their good behaviour

Teacher will keep records of who has had a headteacher award so that these are given out fairly across an academic year.

Behaviour expectations for all children to follow

The following behaviours must be dealt with, by all members of staff, and should not be ignored. All staff have responsibility for maintaining a positive harmonious atmosphere.

Code

1. **Calling out** We expect children to learn, during their Foundation year, to put their hands up when they want to make a contribution during a teaching session. From Year 1 onwards, all children should be fully aware of this expectation.
2. **Talking** We expect children not to 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.
3. **Sitting** We expect children to 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 should not fidget or distract other children. Teachers need to be aware of the length of time children have been sitting on the floor and respond accordingly.
4. **Disrupting others** We expect children to leave others to work without being disrupted.

5. **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.

Adult response and sanctions towards a pupil if the above behaviours are not carried out:

Levels of Behaviour

Step 1	Remind child of expected conduct.
Step 2	Issue a verbal warning and remind child of expected conduct & consequence if they do not comply
Level 1	Send to time out table for ten mins period- return to class.
Level 2	If then they repeat action or do any of the five points – child will be sent to another class for twenty mins period – then return Take either work or reading book with them
Level 3	If then they repeat action or do any of the five points – Lose next playtime or 15 mins lunch time break. Behaviour sheet to be completed Supervised in a classroom at playtime or lunchtime
Level 4	If then they repeat action or do any of the five points – A letter saying they have reached level 4 will be sent home and they will lose the equivalent of one day's play and lunch. Behaviour sheet to be completed during play/lunch time break.
Level 5	If then they repeat action or do any of the five points – Sent to headteacher and parents contacted. Child to lose the equivalent of two days play and lunch breaks. Behaviour sheet to be completed. Behaviour will be monitored for the next two weeks

Loss of playtime or lunch time will be supervised by the leadership team. We would not expect the vast majority of children to exceed level 2 or 3.

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.

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

Level 4	A letter saying they have reached level 4 and why will be sent home and they will lose the equivalent of one days play and lunch break. Behaviour sheet to be completed during play /lunch time
Level 5	Sent to headteacher and parents contacted. Child to lose the equivalent of two days play and lunch breaks. Behaviour sheet to be completed. Behaviour will be monitored for the next two weeks.
Level 6	If a child has got a level 5 on three occasions within a half term would result in an internal exclusion
Level 7	If a child's behaviour has not improved following level 6 action then

	some form of external exclusion from the school would be necessary. The number of days' exclusion would depend on the incident, behaviour or lack of improvement.
--	---

A poster showing consequences, in 'child speech', will be up in each classroom to remind the children.

Level 4 –

- In the event of non-accidental damage to school property the child's parents will be informed and may be asked for a donation towards the replacement value.
- Being rude to an adult
- Stealing
- Playground squabbles that result in children hurting in the heat of the moment
- Swearing
- Name calling, including references to colour, race, shape & size etc
- Condoning in appropriate actions that cause offence, including goading, verbal encouragement, laughing along with / or at, using body language or facial expression showing agreement for the inappropriate action

Level 5

- Deliberate hurting incidents
- Bullying
- Sexual harassment
- Racial harassment

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

Report Card

Please ask an adult to sign your report card for each session to show you have followed the rules.



Day	am 1	Play time	am 2	Reading time	Lunch time	pm	Assembly
M							
T							
W							
T							
F							

Lunch time

Midday supervisors will follow the same guidance for behaviours.

If a child carries out a level 4 or 5 behaviour they will be dealt with immediately and the consequence for their behaviour will begin. Children will be removed from the playground or dining hall.

For lesser incidents the midday staff should ask children to sit out on the bench and settle down for five minutes, thinking about their actions. Children may be asked to sit for a further five minutes if they are not ready to go and play appropriately.

Midday staff will reward positive behaviours by reward stickers, Golden Book, positive mark on report cards and direct comments to children.

Class Behaviour File

The Class Behaviour File should be kept and given each term to the headteacher for future reference if required.

Behaviour sheet that have been completed during loss of playtime or lunch time are to be kept in the file.

Hadrian Lower School Behaviour Levels Record Sheet

Date	Name	Incident Codes or Description	Level	Staff

1= Calling out 2= Talking 3= Sitting 4= Disruption
5 = Requests/Instructions

Computerised Behavioural Log Records

- Following a discussion with parents children after reaching level 4, five times in a half term will be logged on Central Bedfordshire Computerised Behaviour Log.

Pastoral Support

- Pastoral Support will come into play where children have identified medical and SEN needs. He / she will 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, He/she will need their own behaviour plan.

The school will work in partnership with parents and external agencies when implementing a behaviour modification programme.

When 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

Guidance for all staff on effective behaviour management

- 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 and SEAL will involve stories and activities to encourage thinking about others and their own actions.

- Each class will produce a 'Code of Conduct' to be displayed for all children in the class to see. A copy will also be sent home to encourage parental support where necessary.
- 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.

Good discipline must be constant throughout the school 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. Please see guidance on physical restraint in Physical Intervention Policy.

Class Code of Conduct

Each class will spend time through discussion to draw up a 'Code of Conduct', which will help to promote positive attitudes. Children should have ownership of these rules and feel that they are fair. Generally codes of conduct are drawn up in the autumn term as a child moves into a new class.

These must be re-affirmed at the beginning of each term.

Bullying

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 to all staff, parents and children and followed consistently. All new staff must read the Bullying Policy regardless of their role in school.

Continual Professional development

Annually the school will hold a whole school INSET session. Support for developing skills required for dealing with children medical conditions will be given via the local authority and other providers.

Monitoring and Evaluation

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

This is an annual policy and will be updated in Summer 2012

Midday

Step 1	Remind child of expected conduct.
Level 1	Issue a verbal warning and remind child of expected conduct & consequence if they do not comply
Level 2	Send to bench for ten minutes or move to another table in dining room - return to play or table when ten mins completed
Level 3	If then they repeat action or do any of the five points – child will be sent inside for fifteen mins period – then return to play (if at very end of lunch ch will lose next mornings play time)
Level 4	A letter saying they have reached level 4 will be sent home and they will lose the equivalent of one days play and lunch. Behaviour sheet to be completed during play /lunch time.
Level 5	Sent to headteacher and parents contacted. Child to lose the equivalent of two days play and lunch. Behaviour sheet to be completed. Behaviour will be monitored for the next two weeks

NOTE; Posters in child speak will be placed in classroom. Where it says ‘An adult will...’ this is referring to school staff, and designated voluntary helpers.

Appendix 1 Monitoring Sheet

Playtime/Lunchtime Monitoring

Child's Name.....

Year..... Class.....

Brief reason for monitoring.....

.....

Date	Comments



Hadrian Lower School
Reward Chart



In school we expect all children to try their very hardest and we will reward you in the following manner

Verbal praise, stickers

Golden time

Golden Book Assemblies

Star of the Month

Lunchtime reward system

Good attendance and punctuality publicised

Individual reward charts

Headteacher Award stickers

Star Reader

Letter of praise

Pen passes

REMEMBER ONLY YOU CAN EARN THE REWARDS.
NO ONE CAN DO IT FOR YOU



Hadrian Lower School

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
LEVEL 2	You will be sent to another classroom to work for 20 minutes.
LEVEL 3	You will lose the next playtime or lunchtime and will have to complete a behaviour sheet.
LEVEL 4	You will lose one day's playtime and lunchtime and you will have to complete a behaviour sheet. Your class teacher will send a letter home about your behaviour.
LEVEL 5	You will be sent to Mrs Ingham and she will send a letter home about your behaviour. You will lose two days playtime and lunchtime and you will have to complete a behaviour sheet. Your behaviour will be monitored on a report card for the next two weeks.
LEVEL 6	Three level 5s in a half term will lead to you working away from your class.

REMEMBER ONLY YOU CAN DECIDE TO CHANGE YOUR BEHAVIOUR

Behaviour Choices

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

Level 4

- Name calling
- Swearing
- Damaging property
- Racist remark
- Fighting
- Condoning inappropriate behaviours
- Being rude to an adult
- Stealing

Level 5

- Deliberately hurting people
- Bullying/harassment



REMEMBER ONLY YOU CAN DECIDE TO
CHANGE YOUR BEHAVIOUR