



# Behaviour Policy

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## Rationale

At Hudson Road Primary School **our core values** underpin our culture and behaviours: principles of respect, high expectations, understanding of rights and responsibilities and a sense of belonging and purpose.

- Everyone is expected to behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- Everyone has the right to learn in a safe, supportive environment.
- We can all make choices about how we react, even in difficult situations.
- We are responsible for the consequences of our actions.

## Key principles of good behaviour:

The ethos or **core values** of our school are central in establishing and maintaining high standards of behaviour.

- All adults associated with our school model appropriate behaviour; treating children, and other adults, with respect.
- Effective and consistent systems and routines in classrooms, and around school, support good behaviour.
- Recognising, reinforcing and rewarding good behaviour has a positive effect.
- We use positive strategies for handling any conflict and help children to find solutions in ways which are appropriate for the children's ages and stages of development.
- The quality of teaching and learning has a direct effect on behaviour. Well structured,

responsive and stimulating teaching, with appropriate differentiation, engages learners and makes children feel included.

- Effective partnerships between school and home support good behaviour.

### **Strategies to Support Good Behaviour and Self Responsibility**

#### **1. Agree class rules.**

Basic rules and routines should be established at the very beginning of pupil/teacher interaction when a teacher takes over a class. Rules should form part of a **Class Charter** and they should be consistently referred to when dealing with children. This helps establish the rules but also focusses on positive reinforcement as a general principle rather than punitive.

The rules should be:

- Related to the needs of our school community
- Be seen by the children to be fair and appropriate
- Appropriate to the school's core values

Guidelines for rules:

- Have a maximum of five rules.
- Phrase the rules positively so that the rules are an aid to teaching the children to behave eg 'walk carefully' rather than 'don't run'.
- Have general rules which underpin specific routines: 'listen carefully when others are speaking', 'we take turns to speak'
- Generate rules by discussion so pupils and staff understand the reason for them and this will increase the likelihood of compliance.
- Display the rules clearly and refer to them regularly.

#### **2. Praise**

Praise should be used at all times to encourage both academic work and social behaviour.

The purpose of praise in our school is to:

- directly reward and reinforce appropriate behaviour
- increase the self-esteem and self-responsibility of pupils
- create a positive, friendly atmosphere

For example using:

- Verbal praise.
- Individual reward systems

- Whole class reward systems i.e. Golden Time, extra playtime
- Privileges (special responsibilities).
- Acknowledgement to parents/carers

### 3. Behaviour Management

Clear rules, consequences and procedures for implementing the consequences reduce uncertainty and stress for children and staff.

When a pupil is disruptive in class the manner and words used by adults will determine the impact of any behaviour management strategy. **The response to pupil misbehaviour should be directed at the pupil's behaviour and not at the pupil personally.** The latter will feel personal, which clearly threatens the pupil's self-esteem and is likely to result in escalation.

#### Use of 'cues' in managing behaviour

Cueing is a 'low level intervention' that the teacher can use to indicate disapproval, or that attention is required. Each of the following cues is, in the first instance, preferable to a verbal instruction.

- Visual Cueing eg eye contact, shake of the head, finger on lips, smile
- Auditory Cueing eg a quiet naming of the child
- Proximity and Contact Cueing eg removing object of distraction, walking toward pupil, sitting next to pupil

### 4. Sanctions (referred to with the pupils as consequences of their actions)

There will be occasions when the use of reasonable sanctions become a necessary addition to the reward system.

- Sanctions should be appropriate to the age/stage of the pupil and in line with class charter and only used following a warning and a chance to amend behaviour
- For example: removal of a privilege like playtime, moving the child within the classroom so that they are sitting on their own, verbal reprimand.
- Parents/carers should be informed of any specific problems during the school day so that school expectations can be reinforced at home and appropriate sanctions imposed if needed
- Supervised internal suspension may be used as a sanction depending on the incident, at the discretion of the Headteacher and after consultation with the parent/carer.

- Fixed term suspensions or permanent exclusions are used as a last resort for serious breaches of school rules that affect the safety of others. See separate Policy for Suspensions and Exclusions.

### **Support for Pupils with Behaviour Difficulties**

Where a pupil is demonstrating difficulties in regulating their own behaviour and has had regular need of sanctions then an **Individual Behaviour Plan** is agreed by the class teacher, SENCO and the Behaviour Lead Teacher, Mr Trewick. This identifies a short (maximum 6 week) action plan to ensure that the pupil is supported to regulate their behaviour in line with expectations. The plan is reviewed on completion and improvements recorded.

If concerns remain, the pupil may be added to the **SEND register** for identified Social, Emotional and Mental Health difficulties (SEMH) after discussion with parents/carers. An SEND support plan of action is then agreed and the SENCO will refer to external agencies as appropriate. Eg Primary Behaviour Support Service, school Educational Psychologist, CAMHS or CYPS.

### **Safeguarding Children.**

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

### **Recording**

Hudson Road uses CPOMS a secure online system to record information about serious incidents and any action required. Records are made by the staff involved.

In addition individual hand written behaviour diaries may be kept by staff so that patterns or triggers and improvements can be identified.

### **Partnership With Parents/Carers**

Any concerns should always be discussed with parents/carers and next steps (for support at home and at school) agreed.

Parents/carers should be informed about a serious incident, as soon as reasonably possible, by the relevant member of staff dealing with the incident. Contact may be either by phone or in a face to face meeting.

### **Staff and Trainee Teacher Induction/Training**

- New staff or teacher trainees on placement receive a copy of the policy and support from their identified mentor.
- Individual support by Behaviour Lead Teacher, Phase Leader or Headteacher for any needs identified in monitoring or as requested.

### **Discussed and agreed with the current Hudson Road School Pupil Wellbeing Team.**

See also SEND Policy, Suspensions and Exclusion Policy , Anti Bullying Policy and Positive Handling policy.

### **Policy Review**

Reviewed with reference to DfE “Behaviour in Schools” advice published September 2022.

Policy reviewed in October 2022 and minor amendments agreed. Revised policy shared with Governors and staff.