



# SCHOOL POLICIES

## Governors Statement of Behaviour Principles

**This policy was adopted by the Governors on: March 2011**

**The last review of this policy was: June 2026**

**This policy is due for review on: June 2029**

**Signed Headteacher: N. Craddock**

**Signed Chair of Governing Body: D. Garside**

## **Safeguarding and Wellbeing Statement**

At **Hudson Primary School**, we respect and value every child. We are committed to providing a caring, friendly and safe environment in which every pupil can learn, play and develop in a calm and secure atmosphere.

We believe that every child has the right to:

- feel safe and valued;
- be treated with dignity, kindness and respect;
- learn without unnecessary disruption;
- develop positive relationships with adults and other children;
- make mistakes, learn from them and be supported to repair relationships;
- achieve their full potential.

Safeguarding is everyone's responsibility. Every adult who works at, volunteers in or visits Hudson Primary School has a responsibility to contribute to the safety and wellbeing of our pupils.

We recognise our responsibility to safeguard children and promote their welfare, protecting them from abuse, neglect, bullying, discrimination, harassment and other forms of harm. Our behaviour approach therefore sits within our wider safeguarding culture and is closely linked to our Child Protection and Safeguarding arrangements.

## **Governors' Written Statement of Behaviour Principles**

Under the **Education and Inspections Act 2006**, the governing body is required to provide a written statement of general principles concerning behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to provide a clear framework for the Headteacher and school leaders when developing and implementing the school's Behaviour Policy.

The Governors' Statement supports the school's responsibility to:

- promote excellent behaviour and positive relationships;
- create an environment in which teaching and learning can flourish;
- ensure pupils and staff feel safe;
- promote high expectations and personal responsibility;
- support pupils to develop self-regulation and independence;
- respond appropriately to behaviour that falls below the school's expectations;
- ensure that behaviour systems are fair, consistent, inclusive and proportionate;
- work positively with parents and carers;
- safeguard the wellbeing of the whole school community.

This statement should be read alongside the school's **Behaviour Policy**, **Child Protection and Safeguarding Policy**, **Anti-Bullying Policy**, **SEND Policy**, **Equality Policy** and **Staff Code of Conduct**.

The governing body will review this statement regularly and sooner where changes to legislation, statutory guidance or the needs of the school community require this.

## **Our Hudson Culture**

Our school mission is:

**"We are the heart of a caring community, a place where children and families are nurtured, and everyone experiences excellence."**

At Hudson, our behaviour expectations are expressed through three simple principles:

### **READY**

We are ready to learn, ready to listen and ready to participate.

### **RESPECTFUL**

We respect ourselves, other people, our school and our environment.

### **SAFE**

We make choices that keep ourselves and others safe.

These expectations apply to everyone within our school community.

Our approach is built on the belief that **high expectations and high support go together**.

We expect children to behave well because they are members of a caring community, not simply because they are afraid of a consequence.

## **Principles Underpinning Behaviour at Hudson**

The Governors believe that:

### **1. Every child matters**

Every pupil is entitled to experience success, belonging and inclusion.

We recognise that children may communicate their needs through their behaviour and that some pupils may require additional support to develop their ability to regulate emotions and behaviour.

The school will consider individual circumstances, including **SEND, disability, developmental needs, communication difficulties, mental health and wellbeing, safeguarding concerns and other relevant factors**, when responding to behaviour.

This does not remove the school's high expectations. Rather, it ensures that pupils are given appropriate support to meet them.

## 2. Behaviour is taught

Children are not expected simply to know how to behave.

Staff explicitly teach, model and reinforce the behaviours, routines and social skills that enable children to be successful.

This includes teaching children how to:

- regulate their emotions;
- resolve disagreements;
- listen and communicate respectfully;
- respond appropriately to adults and peers;
- repair relationships;
- make safe choices;
- recognise the impact of their actions.

## 3. Relationships matter

Hudson is a relational school.

Positive relationships between pupils, staff and families are fundamental to good behaviour.

Staff will seek to understand behaviour in context while maintaining clear boundaries and expectations.

A difficult moment does not define a child.

We seek to separate the **child from the behaviour**, respond calmly and consistently, and provide opportunities for reflection, repair and successful re-engagement.

## 4. High expectations are essential

All pupils have the right to learn without unreasonable disruption.

Staff will establish clear routines, communicate expectations explicitly and respond consistently when expectations are not met.

Good behaviour will be recognised, noticed and celebrated.

## 5. Consistency does not mean treating every child identically

The Governors expect the school's behaviour systems to be applied **fairly, consistently and proportionately**.

Reasonable adjustments and additional support may be required for individual pupils, particularly where SEND, disability or other needs affect behaviour.

The aim is always to balance:

**individual need + inclusion + accountability + safety.**

## **6. Consequences should be purposeful**

Where behaviour does not meet expectations, the school's response should be proportionate and designed to help the pupil understand:

- what happened;
- why it was not acceptable;
- who may have been affected;
- what they can do differently next time;
- how relationships can be repaired.

Sanctions may be used where appropriate and necessary.

They should be predictable, proportionate and consistent with the school's Behaviour Policy.

## **Safety and Serious Behaviour**

The Governors recognise that there may be occasions when behaviour presents a significant risk to pupils, staff or other members of the school community.

The school has a duty to protect everyone from harm.

Where behaviour creates a serious or immediate risk, staff may take appropriate action to maintain safety, including the use of reasonable and lawful measures in accordance with current statutory guidance and the school's policies.

The school will maintain clear procedures for responding to:

- serious violence or aggression;
- threats of harm;
- bullying;
- discriminatory behaviour;
- sexual harassment or sexualised behaviour;
- child-on-child abuse;
- dangerous behaviour;
- deliberate damage;
- serious disruption;
- behaviour that presents a safeguarding concern.

Where necessary, the school will work with parents, the Local Authority, safeguarding partners and other appropriate agencies.

## **Suspension and Permanent Exclusion**

The Governors recognise that the vast majority of pupils will respond positively to the school's behaviour systems and will not require suspension or permanent exclusion.

However, the school must retain the ability to use these measures where necessary.

The Headteacher has the statutory authority to suspend or permanently exclude a pupil in accordance with current legislation and Department for Education guidance.

**Permanent exclusion will only be considered as a last resort**, including where other appropriate strategies have been exhausted or where a serious incident means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will follow the statutory requirements governing suspension and permanent exclusion and will take account of the individual circumstances of the pupil.

The Governors do **not** support a blanket "no exclusion" approach where this would compromise the safety or education of other pupils or staff. Current DfE guidance specifically recognises that exclusion can sometimes be necessary to maintain a safe school environment.

## **Inclusion and Equality**

Hudson Primary School is committed to equality, inclusion and respect for all.

The school will not tolerate discrimination, harassment or bullying relating to protected characteristics or any other aspect of a person's identity or circumstances.

The Governors expect behaviour systems to be implemented in a way that is consistent with the school's duties under equality and SEND legislation.

We recognise that pupils with SEND or disabilities may require additional support, reasonable adjustments or adapted approaches.

At the same time, the safety and learning of the whole school community remains an important consideration.

## **Partnership with Parents and Carers**

The Governors believe that parents and carers are essential partners in promoting positive behaviour.

The school will seek to:

- communicate expectations clearly;
- share positive news as well as concerns;
- involve parents early where additional support may be beneficial;
- listen to parents' knowledge of their child;
- work collaboratively to identify strategies that support success;
- communicate clearly where serious behaviour occurs.

Parents and carers are expected to support the school's behaviour expectations and reinforce the importance of **Ready, Respectful, Safe** at home and within the wider community.

## **Behaviour Beyond the School Site**

The school's behaviour expectations apply when pupils are:

- on school premises;
- travelling to or from school;
- taking part in educational visits;
- attending residential visits;
- participating in extra-curricular activities;
- representing Hudson Primary School;
- receiving education off-site;
- participating in activities organised by or on behalf of the school.

The school may also respond to behaviour outside school where it has a clear impact on the orderly running of the school, the wellbeing or safety of pupils or staff, or the reputation and proper functioning of the school.

## **Staff Responsibility**

The Governors expect all adults at Hudson to model the behaviour we expect from children.

Staff should be:

- calm;
- predictable;
- respectful;
- consistent;
- emotionally regulated;
- clear about expectations;
- attentive to safeguarding;
- committed to restoring relationships after difficult incidents.

Adults should model the school's **Ready, Respectful, Safe** expectations in their interactions with pupils, colleagues and families.

The Governors recognise that effective behaviour management requires staff to be appropriately trained, supported and given clear systems to follow. DfE guidance identifies staff training, consistent routines, pupil support and strong relationships as important elements of an effective behaviour culture.

## **The Hudson Standard**

At Hudson Primary School, we believe that:

**High expectations and high support are not opposites.**

We will be ambitious for every child while recognising that some children need more help than others to meet those expectations.

We will teach behaviour, model behaviour, notice positive behaviour and respond to behaviour that falls below our standards.

We will be **firm about boundaries and compassionate about children.**

Above all, our approach seeks to ensure that:

**Everyone experiences excellence.**