

Behaviour for Learning Policy

TUDOR PRIMARY SCHOOL

Autumn 2025

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(Includes guidance from DfE: 'Behaviour in Schools - Advice for headteachers and school staff' February 2024)

Enabling Dreams, Inspiring Minds, Building Futures

Tudor Primary School Behaviour for Learning

Introduction

At Tudor School, we believe that our behaviour for learning policy should be based on a clear set of principles and values with every member of the school community agreeing what is acceptable and unacceptable behaviour and what the consequences of that behaviour will be. **Pro-social behaviour is expected and encouraged at all times.** It is our aim that children develop self-discipline, but there is no doubt that there is a firm framework of discipline supporting our positive therapeutic approach.

At Tudor School we aim to provide a happy and caring community where children love learning and are able to achieve. We expect pupils to positively contribute towards this aim. Our behaviour for learning policy is supported by our Anti-bullying and Equality policies and our document, 'How we teach behaviour at Tudor', also outlines how we explicitly teach the importance of expected behaviours in the same way we do all other curriculum subjects. Good discipline and standards of behaviour are key features of our successful school; they encourage children's sense of security and well-being as well as facilitate effective teaching and learning.

We believe that children learn best when they feel secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad based thematic curriculum promotes the well-being of all of the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance. Good learning behaviours include high levels of engagement and focus with children developing independent learning skills and good co-operative skills which are all encompassed within our Values Based Education.

The Governing Board, Head Teacher and staff believe that:

- Pro-social behaviour is necessary for effective learning and teaching
- The school provides a supportive and effective learning environment
- The school is a place where individuals feel welcome, safe and respected
- The school encourages the development of self-discipline

Our aims are:

- To develop relationships with children and adults displaying care, understanding and sensitivity towards the needs of others
- To enable children to develop a sense of self-worth and a respect and tolerance for others. We aim to promote a culture of mutual respect.
- To develop a moral framework in order to promote responsibility and acceptance of all people
- To provide an environment in which children feel safe, secure and respected
- To establish and maintain consistent approaches to behaviour management across the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

Our expectations for behaviour at Tudor

Central to ensuring positive behaviour remains a strength of our school are three core principles:

Be kind
Be respectful
Be responsible

We believe that expectations and standards of behaviour are based on respect, rights and responsibilities. Expectations of behaviour are discussed, shared and agreed upon each year at appropriate times. This ensures that children and staff recognise the importance of consistency so that they continue to be expressed and expected, displayed and positively modelled and praised throughout the academic year.

By conducting themselves in and out of school in a thoughtful and polite manner, the reputation of Tudor Primary School as a safe and supportive community will be sustained. As a truly diverse school, respect of, awareness of and adherence to social customs and rules will be displayed by all and we will all continue to value the dynamics that makes our school special.

All members of our school community are expected to be polite and courteous. They will show consideration and respect for the rights and needs of others in and around our school. All adults will be addressed by their title and surname. Children will be encouraged to be comfortable with these adults in school and develop excellent relationships with them and vice-versa. These positive relationships are the back bone of a well-balanced school and a central part of ensuring high standards of behaviour.

The staff, governors and children of Tudor Primary School agree that pro-social behaviour means that everyone in the school has a shared set of principles. By ensuring that kindness, respect and responsibility is evident each day, all stakeholders will recognise how to demonstrate the expectations of behaviour. This includes principles such as:

- Do wear our school colours of white shirt, grey skirt/trousers, Tudor School blue sweatshirt, sensible black shoes/trainers.
- Do be kind. Don't hurt others' feelings
- Do share with everybody you can. Do not leave anybody out - be a friend.
- Do listen to each other and talk politely without interrupting
- Do ask for help if you need it and be ready to help others if you are asked
- Do look after our school and everything in it
- Do work hard. Don't waste your time or anyone else's.
- Do understand it is all right to make mistakes. Don't tease anyone who does.
- Do move quietly and sensibly around the school. Don't disturb others.
- Do your best to make this a happy school for everyone.

Children with Additional/Complex Social, Emotional and Mental Health Difficulty

Children with additional needs will benefit from the clear expectations, structures and systems within this policy.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

We are an inclusive school and for pupils with social, emotional and mental health difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we endeavour to make "reasonable adjustments" to help them to be included in school. This approach is in keeping with the requirements of The Equalities Act (2010). Reasonable adjustments would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of a **Therapeutic Plan** and in some cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for a specific period of time, then gradually reduced. Our Inclusion lead, Katie Reading, is responsible for ensuring that all staff understand the individual approaches that are in place at any given time for supporting children with additional/complex social, emotional and mental health difficulties.

How we encourage pro-social behaviour:

Everyone at Tudor Primary School has agreed to:

- Recognise and highlight pro-social behaviour
- Ensure that children are praised for behaving well – *catch them when they are good.*
- Ensure that negative behaviour is always challenged in a therapeutic manner
- Encourage children to be responsible for their own behaviour

All individuals receive praise and encouragement, which gives them an incentive for positive behaviour. Children will be taught and expected to treat the school and its community with care and respect. There will be calm and controlled movement around the school at all times, and we will allow each other space and common courtesies at doorways.

Linked to our Tudor Rules are the incentives below. We use these to encourage children to behave well, but it is our aim to see the children display good citizenship because they understand its true value in society.

Daily Incentives

- Smiley faces, stickers, merits (KS2) and stamps
- Positive comments and praise
- Special responsibilities
- Sharing achievements during plenary sessions
- Sharing news or work with another person or class
- Work displayed
- Sharing good work with parents at the end of the day
- Postcards sent home to celebrate good work

Weekly Incentives

- Participate in Sharing Assembly on Fridays
- Well Done certificates
- Attendance at clubs

Termly Incentives

- Participate in class assembly
- Head teacher's award
- Representative on Tudor Owls
- Special responsibility
- Invited to special events e.g. discos, day trips, parties, non-uniform day etc

Stopping inappropriate/anti-social behaviour

At Tudor School we believe in encouraging children to assert themselves and use a 3- step strategy for dealing with inappropriate behaviour towards them.

Step 1: say, 'I don't like that. Please stop.'

Step 2: say, 'If you do that again I shall tell an adult.'

Step 3: tell an adult.

For the majority of children, a gentle reminder from another person will be all that is needed to remind them of our shared values. However, if a child continues to behave inappropriately we do have an agreed sanction's code shared by all staff to ensure consistency. This will be implemented immediately (see appendix 1). If a child does need to move to an alternative classroom to continue with their work, this will be communicated with their parent/carer on the same day. Alongside this, all staff receive training in behavior support which is referred to as 'Therapeutic Thinking' within Hertfordshire. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of 'Therapeutic Thinking' is to provide opportunities to support and debrief both children and staff after a crisis.

In rare cases there will be children who find it difficult to conform to our school rules. In these instances, we will meet with parents or carers to agree a way of working with the individual child to improve their behaviour. With parental consent we may contact a specialist teacher or Educational Psychologist.

All staff also receive training on child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Parents are responsible for this behaviour and as a school, we also expect the same standards of behaviour online as apply offline, and as such, sanctions may still apply.

Behaviours which disrupt learning and are not acceptable:

- Fighting, including hitting back
- Running around the inside area and interfering with other children, their work or their property
- Swearing, in any language
- Spitting, kicking, throwing stones or sticks, playing contact games like kick boxing, wrestling, war and guns, play fighting
- Shouting out, interrupting, speaking at inappropriate times
- Hiding the property of others, children or adults
- Name calling, teasing, ridiculing, humiliating
- Spoiling our school and grounds
- Leaving the area where you are supposed to be without permission

- Leaving school without permission
- Bullying, intimidation
- Assaulting staff
- Encouraging others to fight
- Making someone else sad

Very occasionally, some children may forget our aims for pro-social behaviour and be inconsiderate towards others. In these cases, the following sanctions may be applied (in any order) with due consideration given to circumstances:

- Miss playtime
- Miss lunchtime play
- Excluded from clubs
- 'Time Out'
- Sent to another class
- Excluded from discos, educational trips, the school journey.
- Work away from class (supervised).
- Excluded from special privileges, e.g. special jobs, responsibilities.
- Letter sent home.
- Sent formally to Head teacher or Deputy Head.
- Lunchtime exclusion.
- Fixed term suspension from school.

For a serious misbehaviour, the Headteacher has the right to exclude children from school. The school will seek advice from DfE and HCC.

Staff

The staff of Tudor School regularly review this policy every academic year to ensure consistency across the school and to raise areas of concern or staff development. The SLT is always available to discuss staff professional development in promoting positive behaviour.

Parents

Parents play a vital role in promoting pro-social behaviour in school and consequently home/school liaison is very important.

We aim to ensure that all parents and carers understand the school's Behaviour Policy. All parents sign a home/school agreement document when their child starts school.

The school expects that parents will give their full support in dealing with their child's behaviour and they are directly involved in any implementation of the policy wherever this is appropriate and necessary.

All parents will be able to access this policy from the School website.

We expect parents:

- To ensure their children attend school and are on time
- To keep us informed of behaviour difficulties they may be experiencing at home
- To inform us of any trauma which may affect their child's performance or behaviour at school

- To inform us about their child's ill health and any absence connected with it
- To inform us of any concerns about bullying

Agencies

Close links are established with external support agencies, and contact is made when appropriate.

Dacorum Education Support Centre (DESC)
Psychotherapists
Educational Psychologist
Area Health Authority
Social Services
Police

This policy is linked to:

Anti-Bullying policy
Equality policy and scheme
Online safety policy
Child Protection Policy
'How we Teach Behaviour' at Tudor document

Policy to be reviewed annually and is formulated alongside the DFE publication '*Behaviour in schools: advice for headteachers and school staff 2024.*'

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Behaviour Support Process

Please follow these steps so there is a consistent approach and expectation.



*Parent/carer to be informed (either via the home/school communication book at the end of the day or with a telephone call)