



# Hudson Primary School

## Our Behaviour Blueprint

Everyone, Experiences, Excellence



### Our School Rules

Ready	Respectful	Safe
<i>We are ready to listen, ready to learn, ready to embrace new opportunities.</i>	<i>We respect our friends, our school family, visitors and all members of our community.</i>	<i>We know how we can keep ourselves safe and make sure we do all we can to keep our school family safe.</i>

### Adult Consistencies

### Recognition

### Relentless Routines

Meet and Greet Notice and Praise Best Conduct Model our Values Listen Be Bothered Calm, Caring, Kind Team Teach approach	Certificates Stickers Phone call/message home Verbal praise ClassDojo points Headteacher praise Show work to another adult Freddo Friday	Wonderful Walking Excellent Eating Hands Up Eyes on Me/Magnet Eyes
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### Stepped Sanctions

### 30 Second Script

### Restorative Questions

<p>1. Reminder - you will be reminded of the rule you have broken.</p> <p>2. Warning - you will receive a verbal warning</p> <p>3. Time out - you will be moved in class or have time out in another classroom. <i>Option to use Zones of regulation at this point.</i></p> <p>4. Follow-up - Repair and Restore - you will discuss your behaviour with your class teacher and consider how best to repair the problem behaviour. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop/start doing.</p> <p>If you are sent out of your classroom repeatedly, your teacher will speak to your family.</p> <p>If your behaviour does not improve you will discuss this with Mrs Craddock and your family will be contacted.</p> <p>Repeated classroom disruption may result in a behaviour review chart.</p>	<ul style="list-style-type: none"><li>• I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now.</li><li>• You are not showing our rule about (ready, respectful, safe)</li><li>• You have chosen to (move tables, catch up with work at lunchtime)</li><li>• Do you remember when you (refer to previous positive behaviour)</li><li>• That is who I need to see today</li><li>• Thank you for listening.</li></ul>	<ul style="list-style-type: none"><li>• Listen - to the child's point of view</li><li>• Link - feelings to behaviour</li><li>• Learn - a better way for next time</li></ul> <p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel? Who has been affected?</p> <p>What should we do to put things right?</p> <p>What regulation activity could you have done to have been learning ready?</p> <p>How can we do things differently next time?</p>
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