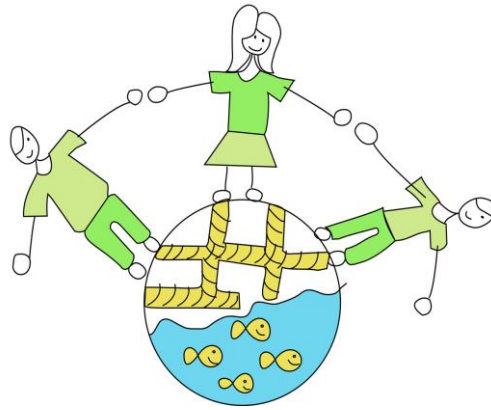


Bridport Primary School



Behaviour and Wellbeing policy

Link Senior Leader responsible:	MK/AG
Date reviewed:	September 2020
Next review date:	September 2021

Rationale

We are a Rights Respecting School that believes that every child has the right to be safe, trusted and accepted, to be heard and to be well taught. Within these rights are responsibilities that *everyone* has (children and adults) to treat each other with *dignity and respect*. Children have a right to be safe, to be well looked after and to learn. This can only be achieved when their emotional wellbeing, mental health and behaviour are understood and we all seek to support our young people intelligently and with compassion.

Aims

We aim to

- Seek to understand and appropriately work alongside *all* the children in our care whatever their age, gender, disability or special educational needs
- Build relationships that encourage excellent behaviour in our young people
- Develop children's awareness of their own emotional wellbeing, mental health and behaviour and its impact on themselves and others
- Encourage children's accountability for their own personal development and wellbeing
- Create a positive, purposeful atmosphere where children can concentrate on their learning
- Create an engaging, fun, and rewarding learning atmosphere where children intrinsically want to learn
- Implement a high quality curriculum that stimulates, engages and challenges our pupils.
- Build self-esteem in a climate where all feel safe to express themselves and receive support when needed
- Promote values of kindness, trust and respect for our diverse community
- Enable children to resolve their differences and repair relationships sensitively
- Be consistent in our strategies and expectations across the school (whilst understanding individual needs)
- Respond in an appropriate, professional and kind manner to ensure the child is able to move forward and make progress
- Engage with families as early as possible to ensure we are working together for the best interests of the children.
- Grow a thriving learning community with THRIVE principles embedded in our practice

Guidelines

Promoting good behaviour

At the beginning of the school year each class will discuss their class charters and what learning looks like in each classroom. Teachers and TLAs will create an environment that enhances and promotes positive behaviours and encourages great learning. Learning *will not* be hindered by low-level disruptive behaviours. We make a point of giving the *most attention* to children who behave well and particularly go *over and above* in their attitudes and behaviours. We deal with poor behaviour quietly and in private. We do not wish to give excessive attention to the behaviour we find unacceptable.

We all practise the THRIVE strategies of VRFs and 'shine a light' on areas we wish to work on with our youngsters (for more information on this please ask).

At lunchtimes we aim to provide alternative opportunities for pupils with additional needs as required. We believe that for these pupils the challenges of the vast playgrounds and the expected social interactions can be overwhelming. These children are helped to determine the best provision for them individually and members of the leadership team 'manage' these sessions. Staff working with these youngsters, whose behaviour can often appear outside of the 'normal range' are offered additional training and supported in ensuring that the youngsters have a journey through school that meets their personal needs.

Expectations for good behaviour will be

- ✓ high
- ✓ clear

- ✓ understood by everyone
- ✓ Consistent across the school
- ✓ Closely linked to engaging in the curriculum
- ✓ Discussed as behaviours for learning and for building positive relationships

Rewards

In order to encourage good behaviour, we praise our children every day for showing our school values. Every classroom is set up with a way to do this according to the age and stage of pupils. Certificates and stickers are rewarded often throughout school life and a trip to HT or DHT is encouraged. We have a BPS honours award, contribution to the community award, singing award, English award and sports awards that are also presented either termly or annually. Head teacher certificates are given out recently and recognise children who meet the school values.

Sanctions

If a child's behaviour begins to deteriorate we move through the steps outlined (different at each key stage) and work with each individual child with an understanding of their personal circumstances. We maintain *respect and dignity* at all times for child, families and staff involved. We always seek to *help and support* the child rather than punish the behaviours without careful consideration to their personal needs. However, certain behaviour will result in referral straight to the Headteacher/Deputy Headteacher and then parents informed. e.g. swearing, lack of respect, aggressive behaviour, bullying, rude gestures, endangering self or others and not following rules associated with Covid-19 guidance.

(see *Violence at work* policy)

(see behaviour steps chart)

(see anti-bullying policy)

(see managing exclusions policy)

(see statement on use of reasonable force)