Bridport

Primary School

Behaviour and Wellbeing policy

Link Senior Leader responsible:	Michaela Kite Felicity Le Gassick
Date reviewed:	September 2026
Next review date:	September 2027

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 learn.

We seek to understand our children's emotional wellbeing, mental health and behaviour and we endeavour to support our young people intelligently and with compassion, using a therapeutic and relational approach.

Aims

We aim to

- Understand and appropriately work alongside *all* the children in our care, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation
- Take a relational approach, building 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
- Ensure that low-level disruptive learning behaviours are minimised through 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 respect, kindness, integrity, responsibility, resilience and creativity 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 relational 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. Adults will create an environment that enhances and promotes positive behaviours and encourages great learning. Every classroom will have a display showing their class charter, the school values and relevant visual representation of expectations.

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 use the language of THRIVE to validate and discuss feelings.

Every child will be met and greeted as they enter our school.

Personal, social, health and relationships education elements are taught in class, through weekly SCARF lessons, and are interwoven throughout the curriculum and play times. They are also supported by weekly assemblies and can be found in displays around the school. Adults will respond to the needs of the class and take opportunities to learn from incidental occurrences as they arise.

At lunchtimes, we also 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 staff oversee the support.

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

Positive Feedback

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. There is a consistent framework for teachers to work within. Certificates and stickers are rewarded often throughout school life and a trip to headteacher or deputy headteacher is encouraged. We

recognise children in maths through Timestables Rockstars awards, and we award bookmarks for celebrating reading. We also celebrate additional achievements, both inside and outside of school.

Consequences

We understand that all behaviour is communication. If a child begins to show more challenging behaviour which does not meet expectations, we offer the child the opportunity to take responsibility for their actions by giving them choices. This aims to give them ownership and help them regulate their emotions.

If necessary, we move through the behaviour steps outlined, and work with each individual child, taking into consideration their personal circumstances. We maintain *respect and dignity* at all times for the 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. Although we encourage children to apologise as part of restorative justice, we do not insist until/unless the child is ready. Certain behaviour will result in referral straight to the headteacher/deputy headteacher and then parents informed. Examples of this may include, but are not limited to: significant swearing, deliberately disrespectful behaviour, aggressive or unsafe behaviour, bullying, significantly rude gestures, endangering self or others.

(see **Behaviour Agreement for Parents** policy for details on unreasonable adult behaviours)

(see **Rewards and Behaviour Chart** for our system to recognise and promote expected behaviour in the classroom)

These policies can be found on our school website Bridport Primary School - DT6 3BJ - Home

Further information for parents can be found at www.teachernet.gov.uk/wholeschool/behaviour