



# BEHAVIOUR STATEMENT

## Principles

At Bridgewater Primary School we believe that the wellbeing of all children and adults in our school and community are important and we understand that positive behaviour is an essential factor in this. We aim to ensure that children feel happy and safe, enabling children to be successful and make good progress in their learning. We all have vital roles to play in modelling, developing, encouraging and supporting positive behaviour. We have high expectations of behaviour within a positive, caring ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach. We follow the Restorative approach alongside 5 rules, with clear, staged consequences. We have high expectations of behaviour within a positive, nurturing ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

## Our 5 School Rules are:

1. Follow the instructions of trusted adults.
2. Kind hands and feet.
3. Kind words and actions.
4. Treat others how you would like to be treated.
5. Show integrity and make expected choices.

**The Six Stages (consequences)** address any behaviour that does not meet the school rules and values and are as follows:

**1. First warning** is a reminder of rules and expectations.

**2. Second warning** is a further reminder of the rules and expectations.

**3. Third Occurrence** Time out in a partner class and spoken to by a year group leader – at this point the child writes a commitment slip to improve their choices and parents will be informed.

**4. Continuing unexpected behaviour or a sudden serious behaviour.** The child takes their commitment slip or writes one if the behaviour is sudden or unexpected to a Phase Leader; Mrs Wise, Mrs Copeman or Mrs Redden.

**5. Continuing unexpected behaviour, sudden, serious or unsafe behaviour.** Spoken to by Head teacher or Deputy and the child will phone parents/carers to explain.

**6. On rare occasions** if the behaviour is serious or unsafe it is possible that there would be a suspension or exclusion.

## Communication and Parent Partnership

We aim to build trust and support families openly and honestly alongside outside agencies to find ways forward to improve the behaviour and self-esteem of children whose boundaries and behaviours go beyond the five school rules. As needed, we engage with relevant professionals and tailor the provision for individual children with personalised intervention and behaviour/pastoral plans to support them.

We always seek to work in partnership with families and support the children to make good choices to prepare them for the future and life outside school. We aim to have a robust, fair and consistent approach and we ask parents/carers to trust school to deal with incidences, to view all sides of a situation and reach a fair decision that is reasonable and proportionate considering all the circumstances. We ensure that support is in place both for the children making unexpected choices and those children affected by them.

We endeavour that the focus on positive behaviour, restorative approaches and empathy will significantly reduce the need for more serious sanctions for individuals. However, we will not tolerate behaviour which is prejudicial towards others, including race, religion, gender or sexuality. When making decisions, the Head teacher will balance the needs of the individual with those of the safety of the wider school community and the safe operational working of the school.

*This written statement and the policy on the website applies to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.*