



Positive Behaviour Policy

Worsley Bridge Primary School

September 2015

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1. Introduction

Every child at Worsley Bridge Primary School is valued and respected as an individual. We will treat each child with respect and courtesy and we expect our children to behave in the same way to both other children and adults. All children are encouraged to recognise that they must accept responsibility for their actions. We will help each child to make appropriate choices and realise that their actions have consequences.

This policy statement is therefore designed to support the way in which all members of the school community can work together in a supportive way. Pupils are encouraged from an early age to behave in an acceptable manner and as they mature are expected to take increasing responsibility for their own actions. We aim for all our pupils to leave Worsley Bridge Primary School demonstrating both self-discipline and a well-established sense of responsibility to others.

Pupils are more likely to develop self-discipline when there are clear guidelines as to what constitutes acceptable behaviour, when they receive praise for behaving appropriately and when they can be confident that the adults around them will deal with unacceptable behaviour in a fair and consistent manner.

To ensure a safe and happy environment where pupils can learn and play together it is essential that a set of clear and simple rules should be observed by all our pupils. The Worsley Way is designed in such a way as to be understood by even our youngest pupils.

Aims and Objectives

We endeavour to:

- Be a caring community, which fosters respect, honesty, truth, kindness, cooperation and tolerance to enable children to develop positive character traits in everything they do;
- Provide a school environment in which effective teaching and learning can take place, enabling each child to achieve their potential;
- Develop children's self-esteem in order that they can have pride in themselves, their school and community;
- Provide an atmosphere in which children are encouraged to be inquisitive, where mistakes are seen as opportunities for learning and where they feel safe;
- Develop children who are confident individuals who respect each other's differences and take responsibility for their actions;
- Promote good behaviour by noticing and rewarding positive behaviour, rather than merely deterring unkind or anti-social behaviour.

2. School Rules

The aim of Worsley Bridge's rules are to ensure all children understand what is expected of them, inside and outside of school and to provide a visual reminder of what they can do to make our school a happy, safe and positive place to learn.

These rules will be reviewed in consultation with pupils as we believe that pupil involvement is crucial in promoting responsibility and accountability at child level.

The **Worsley Way** will be displayed throughout the school environment. It will be used as a discussion point between staff and children should inappropriate behaviour occur.

The Worsley Way

At Worsley Bridge Primary School we:

- Believe in ourselves and are aspirational;
- Are honest and use kind words to show we care for and respect each other;
- Show gratitude by appreciating our school and the community around us;
- Are resilient because we try our hardest, even if we are faced with a challenge;
- Are curious and enthusiastic learners who can work collaboratively and independently.

To support children to abide by these rules, staff will:

- Ensure that a smile is the first point of contact with a child
- Approach all situations in a calm manner and use consistently positive language around the school
- Be aware of their own non-verbal messages through facial expressions and body language
- Establish the facts by listening to all those involved
- Address the problem
- Avoid confrontation
- Judge only when certain
- Use consequences appropriately and according to the agreed behaviour policy
- Ensure that children make amends wherever possible using a restorative approach
- Work in partnership with parents to support our approach to positive behaviour.

3. Behaviour Management in Class

At Worsley Bridge Primary School our behaviour system operates on the understanding of the five rules that make The Worsley Way formulated and agreed by the teachers and children. These rules, which will be taught at regular intervals, accentuate positive behaviour to reinforce the individual and group social skills needed in life.

Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way, which prevents low-level disruption from becoming more serious. Children will be encouraged through positive behaviour strategies.

Good to be Green, Great to be Gold

At Worsley Bridge every class will display a poster of the school rules (appendix 2) and a Good to be Green, Great to be Gold behaviour chart. The chart will be used to acknowledge and promote positive behaviour. It will act as a visual reminder to children of the high expectations of behaviour at Worsley Bridge. In addition it will enable all members of staff to promote positive behaviour effectively and with consistency throughout the school.

GREAT TO BE GOLD	Every pupil has 6 coloured cards behind their name. During the course of a day they aim to remain on green or change their colour to gold. Children demonstrating positive behaviour will be able to change their card from green to 'silver' and then to 'gold' Children reaching gold will be recorded on the class behaviour tracker. Every time they finish the day on a gold it will be 'banked' and rewarded.
KEEP GOING	
EVERY DAY IS A FRESH START	Pupils begin every day with their name on the green section of the ladder, regardless of where they finished the previous day. Pupils who remain on Green or above will participate in whole class rewards.
A VERBAL WARNING	Children behaving in a negative way will receive a warning that identifies the behaviour that needs to change. They will turn their colour to pale green. Moving to this colour is a warning that behaviour needs to change or improve. If a pupil improves their behaviour they can change their card back to green.
TIME FOR CHANGE	If the negative behaviour continues the pupil will be asked to turn their colour to yellow. They will be given 'thinking time' in a separate area of the classroom for one minute per year of age. In this time they will be expected to continue their work and reflect on what they will do to improve their behaviour. Following the 'thinking time' they can choose to return to their table or continue working where they are. Pupils may have to complete work in their own time. Any pupil who has a yellow card will be recorded onto the behaviour tracker and they will lose part of their class reward. If a pupil improves their behaviour they can change their card back to pale green. The class teacher and a member of the senior leadership team will monitor behaviour trackers. Class teachers will meet with the parents/carers of any pupil who has received more than 2 'thinking times' in a week to prevent negative behaviour from escalating further.
STOP AND THINK 'TIME OUT'	Sometimes 'thinking time' may not enable a pupil to change their behaviour. Persistent rule breaking will lead to the pupil receiving a red card and they will be sent to another classroom in their key stage, to complete a reflection sheet and the remainder of their work. Parents will be expected to attend a meeting with the class teacher and a member of SLT. Pupils will miss a large part of their next class reward.

Changing Colour

The School Council have worked in collaboration with their peers and members of staff to provide some examples of what a pupil might do to change their card to silver/gold or receive a warning:

Examples of positive behaviour	Examples of negative behaviour
<ul style="list-style-type: none"> • Actively participated • Showed enthusiasm • Approaches new situations with excitement and energy • Positive attitude when approaching a new task/challenge • Asks question to ensure they learn better • Finishes tasks • Remains committed to a task • Continues to try very hard even after experiencing failure or finds it difficult • Polite and kind to others • Shows appreciation by doing something for someone else e.g. tidy the desk, put their book away • Reflects on what has gone well and what can be done to improve • Remains positive, even if learning is difficult • Is ready to work • Follows instructions • Begins work quickly • Avoids/manages distractions • Accepts constructive criticism and uses it to improve • Takes turns, allows everyone to have a voice • Collaborating with a partner/group • Able to adapt to a situation • Shows empathy or understanding • Going above and beyond what has been asked of them 	<ul style="list-style-type: none"> • Reluctance to join in • Refusing to be part of a group • Negative attitude • Negative attitude, refusing help • Not paying attention • Not using time well, failing to complete tasks • Giving up • Using unkind words/actions towards others • Damaging resources/property • Ignores advice • Not trying hard • Not being ready to work, missing resources e.g. pencil • Ignoring instructions • Distracting others • Dominating group work • Upsetting others • Being unkind to others • Responding to a request impolitely

Working with parents

If a pupil has been moved to yellow on more than 2 occasions in one week, the class teacher will arrange a meeting with parents/carers to alert them to their concerns. It is important that this meeting provides the parent and teacher with the opportunity to work together to support the pupil and that it explores the reasons why the behaviour is affecting the pupil's learning. Together, they will establish a positive way of addressing the concerns. Concerns should not be saved until parents evening as this meeting should be an opportunity to celebrate successes and set targets for the term ahead. The key points raised at meeting will be recorded on a parent meeting form (appendix 4) and a copy retained by the teacher in the class file. A second copy will be placed in the school behaviour folder for reference purposes. Parents may request a copy for their records.

A red card

'Thinking time' will usually give a pupil the 'breathing space' they need to reflect on their behaviour and the impact it may be having on their learning (or their peer's learning). However, there may be occasions when behaviour escalates beyond yellow. If a pupil decides to continue to behave in a negative way, they will be isolated from the class and sent to a member of SLT in their key stage. Pupils in KS1 will be isolated from their class for 20 minutes. KS2 pupils will receive an isolation that lasts for 40 minutes. During this time they will be expected to complete a reflection sheet (appendix 3) and any outstanding work they have failed to do in their class.

An 'isolation' is only awarded if a serious breach of school rules has been made and it will be treated very seriously. Parents/carers will be invited into school and they will receive a behaviour letter (appendix 6). The incident will be formally logged in the school's behaviour folder.

Working in partnership with parents/carers at this point will be vital. Parents will be invited into school to discuss the matter together with their child, the class teacher and a member of the senior leadership team. The purpose of the meeting will be to establish how to move towards more positive behaviour e.g. behaviour targets, weekly meetings. It may also be deemed necessary at this stage to implement a behaviour support plan or sessions with a learning mentor. Such intervention will be discussed in full, with the parent/carers during the meeting.

Minutes and agreed actions will be recorded onto a parent meeting form (appendix 4). The phase leader will retain a copy and submit a copy for the school behaviour folder. The Headteacher, Inclusion Manager/SENCo or member of the SLT will monitor the behaviour until an improvement is seen.

There will be occasions when pupils will be immediately turned to red. These include:

- Swearing with intent
- Discriminatory language
- Fighting or endangering others
- Deliberately refusing an instruction given by a member of staff
- Deliberately damaging property
- Actions that compromise the school's reputation

EYFS

A modified behaviour chart will be used in reception. It will operate under the same principles as a full chart but children will be working towards behaviour expectations that are appropriate for their age.

A 'time out' system will operate but children will be expected to sit in an area of the classroom away from distractions to reflect on their behaviour. Following a 'time out' they will be expected to explain why they were sent to the time out area before being able to return to their chosen activity. As the children move towards year 1 a full behaviour chart will be introduced during the transition period in preparation for entering year 1.

If a pupil is experiencing difficulties settling into reception which results in concerns around behaviour, the class teacher will work in partnership with parents/carers to develop appropriate steps to achieve the desired behaviour.

It is rare that a reception child will need isolating or that a teacher will require the support of a senior leader, however there are some incidents that will result in this course of action. If a pupil bites, refuses to follow instructions, puts themselves in danger or hurts another child, immediate action will be taken and parents/carers will be asked to attend a meeting with the class teacher and senior leader. This meeting will be minuted and agreed actions recorded and behaviour monitored by the Inclusion Manager/SENCo or a member of the senior leadership team.

Class Rewards

All classes will have a 'Golden Jar' which they will aim to fill. When the class demonstrates good behaviour they will be rewarded with a deposit for their jar. When they have filled the jar they may choose a whole class reward e.g. film afternoon, own clothes day, teddy bear's picnic. Any pupil who has remained green (or silver/gold) may participate in **all** of the activity. Yellow/Red children will miss an agreed amount of the reward. Teachers will not remove items from the jar as a punishment.

4. Behaviour management beyond the classroom

At Worsley Bridge Primary School we want our pupils to understand the importance of good behaviour and see them develop into responsible young people as a result of the guidance and support we provide. Good behaviour will be intrinsic to their way of life and pupils will be expected to behave responsibly in all areas of school life. All adults working within the school will be expected to reinforce The Worsley Way.

To ensure that pupils are treated fairly and consistently a version of 'Good to be Green, Great to be Gold' (GTBG/GTBG) will be implemented in all areas of the school.

Playground

At playtime the duty teachers will supervise the playground and they will operate the GTBG/GTBG system verbally. If a pupil needs to turn their card to yellow they will be given 'thinking time' on the playground. They will be removed from the playground and will stand in a designated area for the agreed amount of time. Teachers will note down the names of children receiving 'thinking time' in the playtime behaviour book and these will be monitored by a member of the SLT. If a pupil is repeatedly entered into the behaviour book the member of SLT responsible for behaviour will work in conjunction with the class teacher/learning mentor to devise a support plan to ensure successful playtimes.

Lunchtime

At lunchtimes a team of Midday Meals Supervisors (MMS) will supervise the playground. All MMSs will carry a portable GTBG/GTBG. Pupils who are behaving well can be placed on silver or gold, as they would in the classroom. Their names will be logged and children repeatedly reaching gold will be rewarded.

Pupils who are moved to yellow will be given a 'thinking time' on the playground. They will be removed from the playground and will stand in a designated area for an agreed amount of time. MMS's will note down the names of children receiving 'thinking time' and these will be collated at the end of a lunchtime by the lead MMS. Pupils appearing on more than one GTBG/GTBG card or repeatedly breaking the rules at lunchtime will be monitored and further action may be needed. The member of SLT responsible for behaviour will work with the lead MMS/listening ears/Learning Mentor to discuss any necessary steps needed to support a pupil at lunchtime, which may include designated areas to play in, lunch time detentions, isolation from particular children or areas of the school or a ban from an area of the school.

Dining hall

Eating lunch will be a pleasant experience for the pupils at Worsley Bridge and the dining hall will be a calm environment where they can enjoy their meal and socialise with friends and members of staff. Loud voices will be left on the playground and good manners will be expected at all times. Pupils eating a school meal will be expected to use cutlery appropriately and they will clear away their plates at the end of a meal. When ordering a meal from the kitchen team they will make eye contact and speak clearly, using please and thank you without the need for prompting. All pupils will leave their dining space tidy for the next pupil (including the floor). A GTBG/GTBG and time out table will operate in the dining hall.

Every half term there will be a 'top table' in the dining hall for each key stage. The top table will be laid out like a table at a restaurant. Pupils dining at the top table will be waited upon throughout their meal and have access to a special drink such as juice.

The MMSs supervising the hall will nominate pupils who have demonstrated exemplary manners and behaviour to dine at the 'top table'. Names will be submitted to the lead MMS and the nominated pupils will be able to invite a friend, member of staff or member of their family to dine with them on the designated day.

Educational Visits, Sporting Events and Competitions

Throughout the school year pupils at Worsley Bridge Primary School will make educational visits to support and enhance their learning. If a pupil has exhibited behaviour that has been a cause for concern, they may lose the right to attend the visit **or** a parent/carer may be asked to attend the visit to supervise their child on a 1:1 basis.

Representing Worsley Bridge Primary School at a sporting event or competition is a great honour and privilege. Only pupils who have demonstrated exemplary behaviour will be considered for such a responsibility.

5. Rewards

Worsley Bridge Primary School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our policy is designed to promote and acknowledge the positive character strengths that lead to good behaviour rather than merely to deter anti-social behaviour.

At Worsley Bridge Primary School we praise and reward pupils for demonstrating positive character strengths throughout the school day in a variety of ways:

- Verbal praise
- Positive feedback through marking
- Special privileges and responsibilities
- Representing the school at sporting events
- Representing the school at special occasions e.g. singing in the choir
- Peer praise
- Attendance and punctuality certificates
- Golden Jars/Golden afternoons
- Whole school special occasions
- Top table
- Stickers
- Celebration assembly/certificates-whole school
- Star of the week
- Golden awards
- VIP badges
- Head teacher awards

Golden Awards

Throughout their career at Worsley Bridge children who demonstrate good behaviour consistently will receive Gold Awards. At present our school council are discussing how these will work and their decision will be added to this policy.

6. Exclusions

At Worsley Bridge Primary School good behaviour is expected from all members of the school community and we will work in partnership with families to ensure we offer the correct support to achieve it. However, if we have exhausted all possible avenues of support, an exclusion may be given (see Exclusion Policy for full information).

Internal Exclusion

An internal exclusion will result in a pupil being isolated from their classroom, teacher and peers for one day. An internal exclusion will be given for serious incidents such as:

- Fighting (first incident)
- Bullying
- Violence towards pupils/adults
- Abusive language

The Headteacher will telephone the parents/carers to inform them of what has happened and ask them to come into school to discuss the incident. A letter recording the incident will be given to the parents/carers and a copy will be placed into the school behaviour folder and pupil's school records.

Fixed term Exclusion

Serious breaches of the behaviour policy will result in a fixed term exclusion from school. These may include:

- Violence towards pupils/adults
- Deliberately setting off the Fire Alarm when there is no fire
- Theft
- Malicious damage

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school for misbehaviour. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently for persistent or serious misbehaviour. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion. The governors and local authority will be informed and a record will be kept in the school behaviour file and in the pupil's records.

Appendix 1: School Rules Poster

The Worsley way

At Worsley Bridge Primary School we:

- Believe in ourselves and are aspirational;
- Are honest and use kind words to show we care for and respect each other;
- Show gratitude by appreciating our school and the community around us;
- Are resilient because we try our hardest, even if we are faced with a challenge;
- Are curious and enthusiastic learners who are able to work collaboratively and independently.

Appendix 2: Worsley Bridge Primary School behaviour monitoring sheet



Class **'s
Good to be Green, Great to be Gold

Week Beginning:

Monday	Tuesday	Wednesday	Thursday	Friday

Please add pupil names to the appropriate section. If a pupil has moved into yellow, you must add the reason using the code below:

1. Breaking a school rule
2. Preventing others from being able to work e.g. talking, touching, fiddling, taking property
3. Use of impolite language
4. Failing to follow an instruction
5. Responding to a request impolitely
6. Please specify

*** If a pupil has been isolated please ensure a copy of the behaviour letter has been submitted to the school behaviour folder.*

A member of SLT will collect this form on Fridays.

Appendix 3: Reflection sheet

Name:	Class:	Date:
I have been sent out of class because...		
Tick the school rule(s) you think you have broken		
At Worsley Bridge we: <ul style="list-style-type: none">• Believe in ourselves and are aspirational;• Are honest and use kind words to show we care for and respect each other;• Show gratitude by appreciating our school and the community around us;• Are resilient because we try our hardest, even if we are faced with a challenge;• Are curious and enthusiastic learners who are able to work collaboratively and independently.		
Behaving in this way prevents me from learning because...		
I think I behaved this way because...		
I will show my class and my teacher I am sorry by...		
What do you think your parents/carers will say?		

** A modified version may be produced for KS1 pupils*

Appendix 4: Parent meeting record form

Name of pupil	Date	In attendance at the meeting
Area of concern		
Impact on learning		
Agreed actions		
Other comments		
Signed		

Appendix 5: Behaviour support plan

Name	Class	Date	Review date
Target (up to 3)	What I can do to achieve the target	Things that will stop me achieving the target	How I will benefit if I achieve my target
Target 1 E.g. Follow instructions the first time they are asked	<ul style="list-style-type: none"> Put down resources/pen when someone is talking to me Look at the person speaking Ask for clarification if I don't understand 	<ul style="list-style-type: none"> Continuing to work/talk when someone is talking to me Doing what I want to do instead of what I have been asked Not looking at the speaker 	<ul style="list-style-type: none"> I will know what is expected of me My work will be completed in the way it should be I will reach the star and feel really good about myself
Target 2			
Target 3			
Pupil's Signature	Teacher's signature	Parent's signature	Phase leader/ Inclusion manger (if appropriate)

Weekly Behaviour Targets for: *INSERT NAME*

Week beginning:					
This week I am aiming to meet my targets ** times:			My reward will be:		
Target	Monday	Tuesday	Wednesday	Thursday	Friday
Target 1					
Target 2					
Target 3					

Appendix 6: Behaviour letter

RE: Behaviour letter

Date of letter

Dear ***(Insert parent/carers names)***,

When ***(insert name)*** became part of Worsley Bridge Primary School they made a promise to abide by The Worsley Way:

At Worsley Bridge we:

- Believe in ourselves and are aspirational;
- Are honest and use kind words to show we care for and respect each other;
- Show gratitude by appreciating our school and the community around us;
- Are resilient because we try our hardest, even if we are faced with a challenge;
- Are curious and enthusiastic learners who are able to work collaboratively and independently.

I regret to inform you that ***(insert name)*** has been isolated from class today. After receiving 2 warnings and a time out from ***(insert name of class teacher)***, they continued to ***(describe behaviour that led to isolation)***.

At Worsley Bridge Primary School we value your support and ask you to attend a meeting to discuss this incident further. I will contact you so we can make arrangements to meet at a time that is mutually convenient.

Yours Sincerely

Signature

Name

Phase Leader

Appendix 7: Behaviour letter for an internal exclusion

RE: Internal Exclusion

(Insert date)

Dear ***(Insert parent/carers names)***,

When ***(insert name)*** became part of Worsley Bridge Primary School they made a promise to abide by The Worsley Way:

At Worsley Bridge we:

- Believe in ourselves and are aspirational;
- Are honest and use kind words to show we care for and respect each other;
- Show gratitude by appreciating our school and the community around us;
- Are resilient because we try our hardest, even if we are faced with a challenge;
- Are curious and enthusiastic learners who are able to work collaboratively and independently.

As you are aware from our telephone conversation/meeting on ***(insert date)***, ***(Insert name of pupil)*** has received an internal exclusion. This was given because ***(describe incident and the steps taken to investigate the incident)***.

On ***(insert date that the exclusion will occur)*** you will need report to the school office with ***(insert name)*** at 8.45am. The DHT/AHT ***(insert name and position)*** will escort them to their classroom where they will spend the day. ***(Insert name)*** is not permitted to join their class on the playground before/after school or during break times. You will need to collect ***(insert name)*** from the school office at the end of the school day.

This letter is a record of the internal exclusion. A copy will be placed in the school behaviour folder and in ***(insert name)*** school file. A review of ***(insert name)*** behaviour will take place on ***(insert date agreed at parent meeting)***.

Yours Sincerely

Signature

Name

DHT/AHT/Head teacher

Appendix 8: Parent meeting form: isolation or internal exclusion

Name of pupil	Date	In attendance at the meeting
Isolation/Internal exclusion given for		
Impact on learning		
Agreed actions		
Behaviour review date		
Signed by:		
Parent:	Pupil:	Member of SLT:

Appendix 9: Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

***Checklist taken from 'Getting the Simple things right' by Charlie Taylor (government advisor on behaviour)*

Appendix 10: Inspecting behaviour

Personal development, behaviour and welfare

1. The CIF sets out the overarching criteria for judging personal development, behaviour and welfare.
2. Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.
3. Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.

Attendance and punctuality

4. Inspectors will consider:
 - overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
 - the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
 - punctuality in arriving at school and at lessons.

Sources of evidence

5. Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils.¹ Inspectors will gather the views of parents, staff, governors and other stakeholders.
6. Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.
7. Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs,

¹ Exclusion from maintained schools, academies and pupil referral units in England, *Department for Education, 2012*; www.gov.uk/government/publications/school-exclusion.

looked after children, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

8. If the school runs (on its own or in partnership with other schools) an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector must visit the unit. Inspectors will assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance.

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.

- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.