



WORSLEY BRIDGE

PRIMARY SCHOOL

Positive Behaviour Policy

Worsley Bridge Primary School

September 2020

Contents

1. Introduction
2. School Rules
3. Behaviour management in class
4. Behaviour management beyond the classroom
5. Rewards
6. Exclusion
7. Policy Review

Appendix

1. School Rules poster
2. Class behaviour tracking sheet
3. Reflection sheet
4. Parent meeting record
5. Behaviour support plan
6. Behaviour checklist
7. Ofsted

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:

- We show respect with our words and actions
- We are ready to learn and we try our hardest
- We keep ourselves and others safe

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 behavior management.

3. Behaviour Management in Class

At Worsley Bridge Primary School our behaviour system operates on the understanding of the three 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/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	At WB we recognise children who go 'above and beyond' with their learning, their attitude to learning and their behavior by changing the child's card to silver or gold. Gold cards are 'banked' and every 25 earns a star pin badge
KEEP GOING	
EVERY DAY IS A FRESH START	Every day is a new day. All children begin their day on green.
TIME FOR CHANGE	<p>If behavior choices affects learning, a verbal warning is given. If the behavior continues, the pupil's colour is turned to yellow and they are moved to a space in the room, away from distractions. Clear instruction are given on what they need to do, what work is to be completed and the timeframe for completion. If they respond, the card turns back to green.</p> <p>If a pupil remains on yellow, they must miss 10 minutes of their lunchtime to discuss the situation and complete any outstanding work.</p> <p>If a pupil receives 3 yellows in a week, the class teacher must meet with the parent/carer. This is logged on Safe Guard.</p>
STOP AND THINK 'TIME OUT'	If behavior choices continue to have a negative impact then a red card will be used. The pupil is isolated to the phase leader until a parent meeting is arranged with the teacher, phase leader and a support plan agreed. Work must be arranged for the pupil to complete.

**During COVID children will sit outside the phase leader's classroom.*

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 going above and beyond	Examples of negative behaviour
<ul style="list-style-type: none"> • Actively participated • Showed enthusiasm • Self motivated • Approaches new situations with excitement and energy • Positive attitude when approaching a new task/challenge • Able to challenge themselves • Uses intuitive • 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 • Manages distraction • 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 • Supportive of others • 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 3 occasions 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 Safe Guard under 'behaviour' and this will be retained on the child's file. Parents may request a copy for their records.

A red card

When negative behavior choices continue to impact learning a red card will be used. If a red card is given the pupil will take their work to the phase leader. The phase leader will arrange a meeting with the parent/carer and the class teacher. The child will remain with the phase leader until a support plan has been agreed. The class teacher must make sure adequate work is provided for the duration of the isolation.

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. Any interventions will be discussed in full, with the parent/carers during the meeting.

Any agreed actions will be recorded onto Safe Guard and the parent will receive a letter outlining what was agreed at the meeting. A copy will be placed in the child's file.

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

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. Classes can choose to fill the jar and have a reward afternoon or count the number of balls and convert these into minutes for a weekly treat.

Class rewards can include:

- Film
- Parachute games
- Cooking e.g. pizza, biscuits
- Games
- Party
- Own clothes day or fancy dress day
- Gadget time
- Class event e.g. bingo/scavenger hunt
- Talent show
- Visit a local park
- Teddy Bear's picnic
- Extended play time

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/Lunchtime

School rules will be adhered to out on the playground in the same way they are followed inside the building. If a school rule is broken then a verbal warning will be given in the first instance. If a second reminder is required, the child should be given clear instructions on what needs to change and the timeframe for change. If the behavior continues, the child should be isolated away from their peers for ten minutes.

If behavior choices continue to impact negatively on play/lunch time, the duty supervisor must speak to the class teacher and agree a support plan. Support measures might include:

- Social stories
- Play buddy or key adult
- Target chart
- Specific activities for that child to play with
- Friendship group work
- Refresh/refine play equipment
- Specific time to play with the supervisor
- Supervisor to teach/model suitable games

The Phase leader will be called upon for a serious breach of school rules. Serious breaches of behavior include:

- Swearing
- Spitting
- Refusal
- Malicious damage to equipment/school property
- Deliberately hurting another child

Parent/Carers will be contacted and consequences will be agreed. These might include:

- Removal from the playground for an agreed amount of time
- Restricted play area until behavior choices improve
- Loss of privileges

All incidents that lead to a support plan will be recorded onto Safe Guard.

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. All children will be expected to adhere to the 5 Golden Rules:

- 1. We use quiet voices and talk to the people on our table.*
- 2. If we need help we raise our hand and ask an adult.*
- 3. We remember our manners: please/thank you/eye contact*
- 4. We keep our dining area tidy by putting our rubbish in the bin. We pick up the things we drop and stack our lunchboxes tidily.*
- 5. We walk in around the hall carefully and quietly.*

During lunch time children observed following the Golden Rules will be awarded with a 'Golden Ticket'. All Golden tickets will be entered into a draw on a Friday for a place at the 'Golden Table'. Diners drawn from the box will be able to invite a guest to sit with them at the 'Golden Table', they will be allowed to go to the front of the queue and will be served juice and a 'treat'.

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 a place on a team.

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
- Peer praise
- Attendance and punctuality certificates
- Golden Jars/Golden afternoons
- Whole school special occasions
- Golden table
- Stickers
- Celebration assembly/certificates-whole school
- Star of the week
- VIP badges
- Headteacher awards
- Golden awards (pin badges)
- Name on the recognition board

Golden Awards

Throughout their career at Worsley Bridge children who demonstrate good behaviour consistently will receive Gold Awards. Pin badges will be awarded every time a pupils 'banks' 25 Golds. The headteacher will track who receives a Gold card and will award the pin badges during celebration assemblies.

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
- Receipt of 3rd Red Card

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
- 3 Internal Exclusions

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 Local Committee 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:

- We show respect with our words and our actions
- We are ready to learn and we try our hardest
- We keep ourselves and other safe

Appendix 2: Worsley Bridge Primary School behaviour monitoring sheet



WORSLEY BRIDGE

PRIMARY SCHOOL

Class **'s

Good to be Green, Great to be Gold

Week Beginning:

Monday	Tuesday	Wednesday	Thursday	Friday
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

Reasons why a child may move to yellow:

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

Please take form to HT on Friday

Appendix 3: Safe Guard-discussion points to have with parents

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

Appendix 4: Example 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 5: 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 behavior)*

Appendix 6: Inspecting behaviour

Grade descriptors for behaviour and attitudes

214. In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.
- In addition, the following apply: Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

215. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.
- This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately⁸² as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe.

Inadequate (4)

- Behaviour and attitudes are likely to be inadequate if any one of the following applies.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- Pupils' lack of engagement and 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 and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as important 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.
- 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 harassment, bullying, violence and/or discriminatory behaviour successfully.