

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

Behaviour Policy



BRIDGEWATER
PRIMARY SCHOOL

Reviewed September 2024

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It is the right of all children to be educated and for all teachers to teach

Ethos

The creation of a positive ethos and good behaviour from the children at Bridgewater Primary School is vitally important. Without mutual respect and discipline the delivery of a broad, balanced and differentiated curriculum becomes impossible.

Whilst we have pride in the behaviour of the majority of our pupils we do have a minority whose behaviour does not always meet with our expected code of conduct. It is therefore vital that we recognise these behaviours and develop strategies for dealing with them.

*Every pupil will go to a school where there is **good behaviour, strong discipline, order and safety**. Every parent wants to know their child will be safe and happy at school.*

Your child, your schools, our future: building a 21st century schools system, June 2009

One of our most vital functions is that of being consistent with explicit boundaries and expectations so that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.
- Parents should be aware of the school rules and the consequences of their child's actions.

- Everyone should feel that the system is fair.

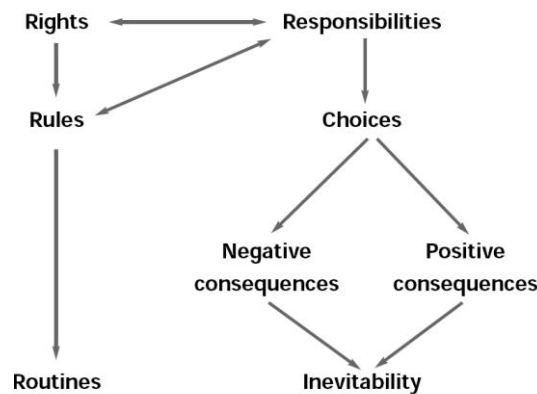
Curriculum

The planning, delivery and evaluation of the curriculum should recognise that the equality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour. This has implications for the planning and management of the curriculum:

- Teachers must plan lessons that engage the children at their level to allow them to learn.
- Children must clearly understand the tasks set and the expected outcomes.
- Children who are disruptive may have low self-esteem which needs to be raised and their confidence boosted through highlighting those things they are good at.
- The curriculum may have to be amended to make full use of the disruptive child's interests and skills.

Rewards and Consequences

Children need to understand that the school system runs through the four R's: rights, rules, routines, responsibilities:



Throughout the school there should be a balance between rewards and sanctions. However, research has shown fairly conclusively that rewards (positive consequences) are most effective in modifying children's behaviour and sanctions (negative consequences) and have a greater effect on improving the standard of children's work.

We should look for good behaviour and reward with an intrinsic or extrinsic reward. We should try to praise quickly but ensure that the child knows exactly what is being rewarded and understands that it is behaviour which is being praised and not the child himself.

Staff use strategies in class and across the school that promote resilience and support learning. Use of PIP (Praise in Public) and RIP (Reprimand in Private) is imbedded across the school.

Rules in School

The Golden Rules are followed throughout the school as a general moral code. It is also important to have specific expectations for behaviour and conduct in different areas of school life. Golden Rules are shared and discussed with children regularly in the classroom and through assemblies. Children are taught to believe in themselves and recognise that when they follow the rules they are seen to 'shine'.

Rewards

Bridgewater Primary School uses a house points system, where children can build up individual points whilst simultaneously collecting house points. Points are given for following the schools 5 R's (resilience, resourcefulness, responsibility, reasoning and reflectiveness) in addition to other positive behaviours. All members of staff at Bridgewater are expected to give out House Points and these can be given at any point in the day.

Children will receive a reward when they meet increments of 50 points (bronze 50 points, silver 150 points, gold 300 points, platinum 500 points). A child will bring their certificate to the Headteacher to earn a prize from the prize box. Once they reach platinum, they will receive a special 'Headteacher's Award'. House points are reset at the start of each academic year.

Points are celebrated weekly during assembly, with the house cup on display showing the winning house colours. At the end of each term, the winning house will be awarded a House Reward, the content of which will be discussed at School Council meetings.

Points cannot be taken away from houses or children, as no child should have their prior achievement taken away from them.

Consequences

Different behaviours require different consequences and the levels in Appendix 7 will be used to support the management of behaviour. These have been agreed with staff and a group of parent representatives. Children may also be asked to complete a 'Think Sheet' to help them reflect in their behaviour. (See Appendix 9)

Lunchtime Behaviour

Bridgewater Primary School promotes positive playtimes with clear rules, rewards and sanctions for the children's time on the playground. Children will be managed under the 5 Levels and will receive a red card to for negative behaviour which is sent to parents to be signed. Children will receive house points for displaying positive behaviour.

Staff Role

- Pupils display exemplary behaviour throughout the school day. They are enthusiastic about the house points and 'star of the week' awards that they receive for following the school's 'golden rules. (Ofsted 2024)
- In dealing with disruptive children staff should modify their behaviour which requires constant monitoring of individuals and situations in order to evaluate and plan for future action. To be successful in all these roles, staff need to be aware of, and be able to interpret the signals they are being given.
- In this way staff can control the learning environment rather than be in a situation of crises management – pro-active rather than reactive.
- Children's behaviour and actions taken should be logged on CPOMS.

Self Awareness

- The behaviour of some children can illicit strong responses from teachers. To have feelings about certain incidents and situations is natural, but staff should be aware of their own feelings and reactions in order to prevent a worsening of a situation through over-reaction. Staff must always be aware that they are the professional adult in any school situation.

Volatile Situations

- Definition of a volatile situation: where the behaviour of a child is putting staff and/or pupils at risk, i.e. threatening to throw furniture, verbal/physical abuse (e.g. racists, homophobic, foul language)
- If there is an additional member of staff in the classroom following a volatile situation any member of staff requiring time to reflect/calm down may leave the classroom. If the staff member is on their own in the classroom they can ask an additional member of their department to remain with their children.

Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by peers and managers 	<ul style="list-style-type: none"> • To ask for support when needed • To offer support to colleagues and managers
<ul style="list-style-type: none"> • To be listened to • To share opinions 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of the school’s systems, policies and expectations 	<ul style="list-style-type: none"> • To support others in developing their skills in promoting positive behaviour and regular attendance • To acknowledge areas of won skills which could be developed • To try new approaches

Pupil’s Role

All pupils have the right to a broad, balanced education filled with enjoyment and achievement; however, this must come with the knowledge that they have a responsibility to make a positive contribution. Pupils at Bridgewater Primary School are given a copy of the Home School Agreement to share with their parents. Copies are signed and returned to school.

Pupil Behaviour Management Guide

Year Six have taught the children to manage behaviour situations with the ‘5 finger rule’:

1. Ignore behaviours.
2. Blank behaviours.
3. Ask politely to stop.
4. Warn you will tell.
5. Tell the teacher.



Anti-Bullying Statement:

The children wrote this statement during anti-bullying week:

Bullying is hurting people with words or actions all the time.

If this is happening to you:

TELL, TELL, TELL –

WE ARE A TELLING SCHOOL!

Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect 	<ul style="list-style-type: none"> • To behave respectfully to others
<ul style="list-style-type: none"> • To be safe 	<ul style="list-style-type: none"> • To behave in a way which keeps others safe

<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make mistakes 	<ul style="list-style-type: none"> To own mistakes To allow others to make mistakes
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others.

Parent's Role

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure their child attends school regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning or wellbeing
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To absorb information and share concerns
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

Parent Meetings

- Initial meetings are held with parents without the child being present, when pupil's behaviour persistently does not conform to school systems at Level 1-3 with the class teacher or is involved in an incident at Level 4 / Level 5 with the headteacher. At such an interview about the situation could be explained and information sought which may shed light on the child's behaviour. Parents should be given the opportunity to express their views and this may influence actions taken. A written record of the meeting should be kept with all opinions recorded and signatures of all parties taken.
- Action should be decided upon and the child brought into the interview to see parents and school working together.
- Weekly meetings with parent, pupil and teacher may take place until pupil behaviour has been modified or progress is established. In this situation, a record of the meeting should be added to the initial document stating all parties' opinions.
- Interaction with parents should be professional, positive and polite. However, a situation can occur which could be challenging and in such cases the conflict needs to be managed. Parents should be invited to discuss the matter in private, however, it is important that colleagues are aware that a meeting like this is taking place. Support from a colleague may be sought and the head teacher may have to be summoned.
- The school has a zero tolerance policy on any visitor being abusive or threatening.

At Bridgewater Primary School we want to encourage positive yet balanced conversations with pupils, parents/carers and other professional colleagues when discussing an issue relating to a concern, for example behaviour, attendance, learning & attainment, social & emotional development, etc.

Conversations with pupils and parents/carers must include:

- What is going well
- What we are worried or concerned about
- What needs to change and how parents/carers can support that change

Persistent Poor Behaviour

Where a child continues to exhibit unacceptable behaviour over a period of time, which is disruptive to the learning environment, then the following procedure is put in place. This is not a quick fix, but a process which needs the commitment of all involved.

- Teacher obtains as much information about the child as possible from colleagues, school records, reports to parents.
- Teacher should keep a dated record of the incidents, including positive strategies and methods used to modify and or control behaviour.
- Behaviour observation records may be collated by the class teacher and teaching assistant in a variety of settings, which are used to inform target setting. The parents should be informed to ask for their support and encouragement.
- Where progress is limited then an Individual Behaviour Plan is initiated and the SENCO informed to decide on action to be taken. The plan is agreed by the child and shared with the parents.
- A pupil behaviour chart may be completed daily showing the targets that the pupil is working on and highlighting pupil's progress.
- The SENCo may suggest assessment / recording procedures which may be carried out.
- The SENCo and Learning Mentor may work alongside the class teacher to support the pupil.
- Although the Head Teacher will already have knowledge of any difficulties the child is having, there is provision for Head Teacher report if previous strategies have not worked. This involves parents, pupil, class teacher, head teacher in a weekly progress meeting.
- The formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies: The Locality Team: Social Worker, Educational Welfare Officer / Educational Psychologist / School Nurse/ Doctor / General Practitioner (through parent).
- An extreme sanction is the fixed term or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour. Set procedures must be followed very carefully should such an action be considered necessary. See LA guidance on exclusions.

Team Teach approach and Physical Intervention

- Team Teach – is bespoke training of de-escalation strategies for teachers
- **Our aim:** through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.
- SLT and the learning mentor were trained in Team Teach techniques in October 2021 (valid 36mths)
- Physical restraint is used **as a last resort and ONLY when the safety of a child/children is in danger**. Team Teach restraint/holds are followed.
- Where possible this should only be used by senior leaders (however occasions may occur where immediate intervention is required).
- At least 2 members of staff should be present.
- Parents/carers are informed of the actions taken immediately after the incident.
- These incidents should always be logged on CPOMS

Adaptations for pupils with identified SEND

At Bridgewater, we understand that for some children adaptations to our behaviour policy is necessary to ensure we allow and plan for their needs effectively.

Where this is the case, children will have access to individual behaviour plans, designed in collaboration with the class teacher, SENDCO and behaviour lead which may include carefully targeted sanctions and rewards to reinforce positive behaviour. We recognise the importance of having clear, consistent expectations of individual children that match the needs of the child.

Strategies included in an IBP will always demonstrate quality first and adaptive teaching strategies, for example, 'now and next', task planners, customised reward charts, movement breaks, arousal continuums and zones of regulation. Where appropriate we would seek support from outside agencies and work closely with them to best meet the needs of the individual learner.

When an individual behaviour plan is required, this is always communicated with the child's parent or carer and the child where appropriate to ensure they are fully aware of how the school is working to support the needs of their child and themselves.



Individual Behaviour Plan



Name: <i>School Action</i>	Class:	Date:	Review Date:	IBP No.
<u>Additional Support</u>				
<u>Targets (SMART)</u>	<u>Action</u>	<u>Resources</u>	<u>Review of Targets</u>	
•	•	•		
•	•	•		
•	•	•		
<u>Parental Involvement</u>				
<u>Pupil Input</u>				

Name:



Pupil Behaviour Chart



Monday	Tuesday	Wednesday	Thursday	Friday

Targets:

- 1.
- 2.
- 3.



Pupil Reward Chart



Target (to be negotiated with pupil)	Mon	Tues	Wed	Thurs	Fri
Sit appropriately in assembly					
Sit appropriately in class for agreed period					
Complete work					
Be polite to staff					
Keep a pleasant expression on face					
Enjoy playtime without fighting					
Enjoy dinnertime without fighting					
Be pleasant to others (do not wind people up)					
Be helpful and considerate					

In return for 4 ticks Fred will be allowed out to afternoon play.

In return for 6 ticks Fred will be allowed to play on the computer.

In return for 8 ticks Fred will be allowed out at lunchtime.

Serious misbehaviour will result in these privileges being cancelled.

Signed:

Pupil:

Teacher:

Head Teacher:

Parent / Grandparent:



Head Teacher Report



Date:	Pupil:
BEHAVIOUR IN THE CLASSROOM	
BEHAVIOUR ON THE PLAYGROUND	
WAYS I HAVE BEEN HELPFUL AND CONSIDERATE	
WHAT I THINK OF MY BEHAVIOUR TODAY	
BEHAVIOUR AT HOME	
Signed	Pupil Teacher Head teacher Parent / Grandparent

Behaviour Levels Checklist

	CONSEQUENCE	BEHAVIOURS
LEVEL 1	<ul style="list-style-type: none"> • Polite reminder • Warning • Reflection time with class teacher 	<ul style="list-style-type: none"> • Interrupting/shouting out • Being silly / inappropriate giddiness • Not listening • Bad manners • Not settling • Running down corridors • Disturbing others
LEVEL 2	<ul style="list-style-type: none"> • Extended reflection time • Red card at lunchtime. 	<ul style="list-style-type: none"> • Not being prepared for school (no PE kit, homework, reading book) • Inappropriate gestures • Disrespectful attitude/answering back • Name calling • Using bad language (not at someone) • Play fighting • Tantrum / Sulking • Misuse of school equipment • Being in the wrong place around school
LEVEL 3	<ul style="list-style-type: none"> • Reflection session with member of SLT and parents informed • Red card at lunchtime. 	<ul style="list-style-type: none"> • Accumulation of L1 and L2 incidents. • Refusal to follow instructions • Making threats • Invading someone's personal space • Bad language (directed at someone)

Higher Order Behaviour Incidents (not required as part of daily routine)

	CONSEQUENCE	BEHAVIOURS
LEVEL 4	<ul style="list-style-type: none"> • Reflection session with member of SLT • SLT contact parents. • Parents meet with senior leader at home time. • Letter home. 	<ul style="list-style-type: none"> • Accumulation of L2, L3 incidents. • Walking out of class • Throwing things • Hiding in school • Being unsafe to myself or others • Arguing with staff • Hurting someone deliberately • Real fighting • Swearing with intent
LEVEL 5	<ul style="list-style-type: none"> • Reflection session with member of SLT • Contact parents immediately. • Letter home. • Inform Governing Body. • Consider exclusion. 	<ul style="list-style-type: none"> • Assault • Carrying weapons • Running out of school • Serious damage to property

Appendix 8

Golden Rules

- We are gentle, we don't hurt others
- We are kind and helpful, we don't hurt anybody's feelings

- We are honest, we don't cover up the truth
- We work hard, we don't waste time
- We listen, we don't interrupt
- We look after property, we don't damage things

Playground Rules

- We listen to the adults in the playground
- We stand still when the bell rings
- We play together and look after each other
- We let other children get on with their own games
- We sort out our problems in a fair way
- We look after the equipment and put it away properly at the end of play

Lunchtime Rules

- We line up quietly
- We walk around sensibly
- We finish what we are eating before we speak
- We remember to say 'please' and 'thank you'
- We put our own rubbish away
- We put our hand up and ask to go outside
- We talk quietly to the people next to us

Rules Around School

- We walk around school sensibly
- We line up quietly
- We remember to say 'please' and 'thank you'
- We say 'excuse me' when an adult is talking

Uniform

- We wear our uniform with pride
- We do not wear jewellery

Shining Children

Children are told they are shining when they follow the rules.

Think Sheet

What happened?

What led up to the incident?

What did I do?

What could I have done differently?

What were the consequences of my actions?



Conversation/Meeting with Parent/carer(s)/pupils

Date:	Time:		
Child's Name	Year:		
People Present:			
Initial issues / Difficulties:			
What is working well:			
What we are concerned or worried about:			
What needs to happen / change:			
Any comments from pupil / parent / carer:			
	School	Parent/carer	Pupil
Print Name			
Sign			

Consequences

If you don't follow our golden rules then you will receive:

- 1) A polite reminder.
- 2) A warning.
- 3) Reflection time for 5 minutes.
- 4) Reflection time for 10 minutes.
- 5) Extended reflection time with a member of SLT
- 6) See Mrs Henderson and your parents will be informed.



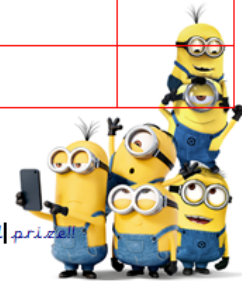


Jack's Chart

	Key Person and Maths	Continuous Provision	Phonics	Lunch Time	Literacy	Continuous Provision	Story and Home time
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Follow the golden rules and get a sticker on your chart for each session. If you have 2 days full of stickers you can choose a prize. If all your days are full you get a certificate and special prize!



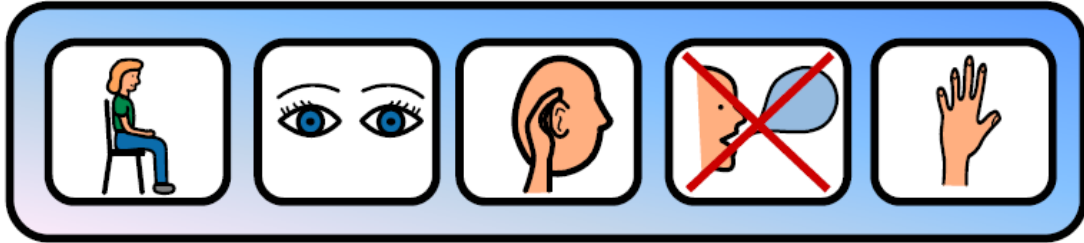
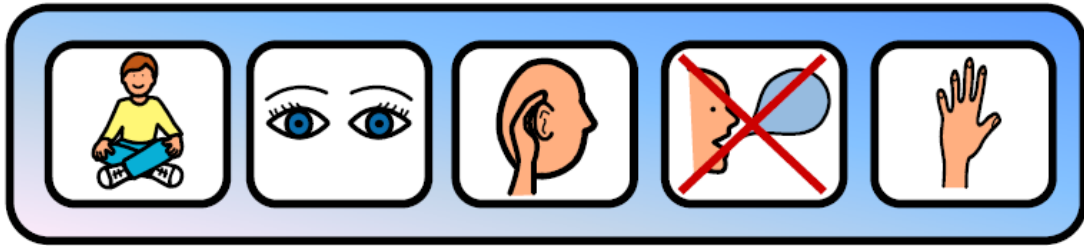
Examples of Visual Prompts in EYFS –

Visual prompts for class rules

COMMUNICATION 4 ALL

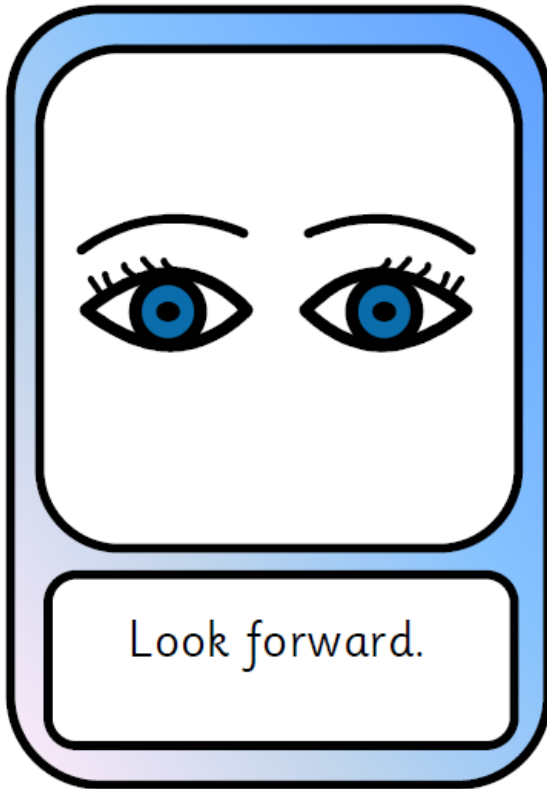
www.communication4all.co.uk

Bev Evans, 2006

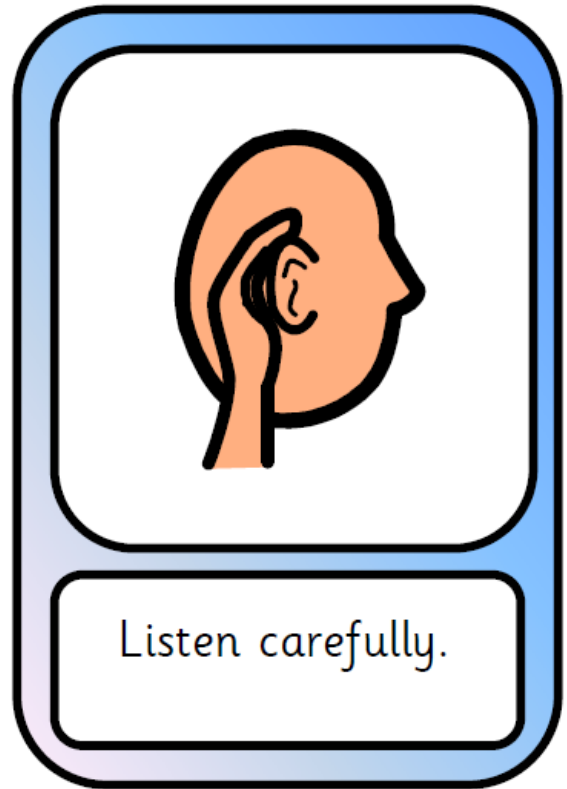


This resource includes good behaviour reminder strips for children and reminder cards for class display. Prompts are sit nicely, look, listen, no talking, put up your hand to answer. The large cards can be wall mounted or mounted on handles for the teacher to use at carpet time. The strips can be used around the classroom/on desks to reinforce the rules. Backed with blue, which is supposed to have a calming effect.





Look forward.



Listen carefully.

