

# **PBS at The Bridge London Trust**



# The story so far – the beginning

- Approached by BILD
- Coaches programme
- Lots of enthusiasm but not much action
- Guilt!

# The story so far – the next stage

- A mainstream primary school joined the Trust
- Looked for practice in PBS in mainstream
- Visited the Netherlands
- “Yes, this will work”

# The story so far – the implementation

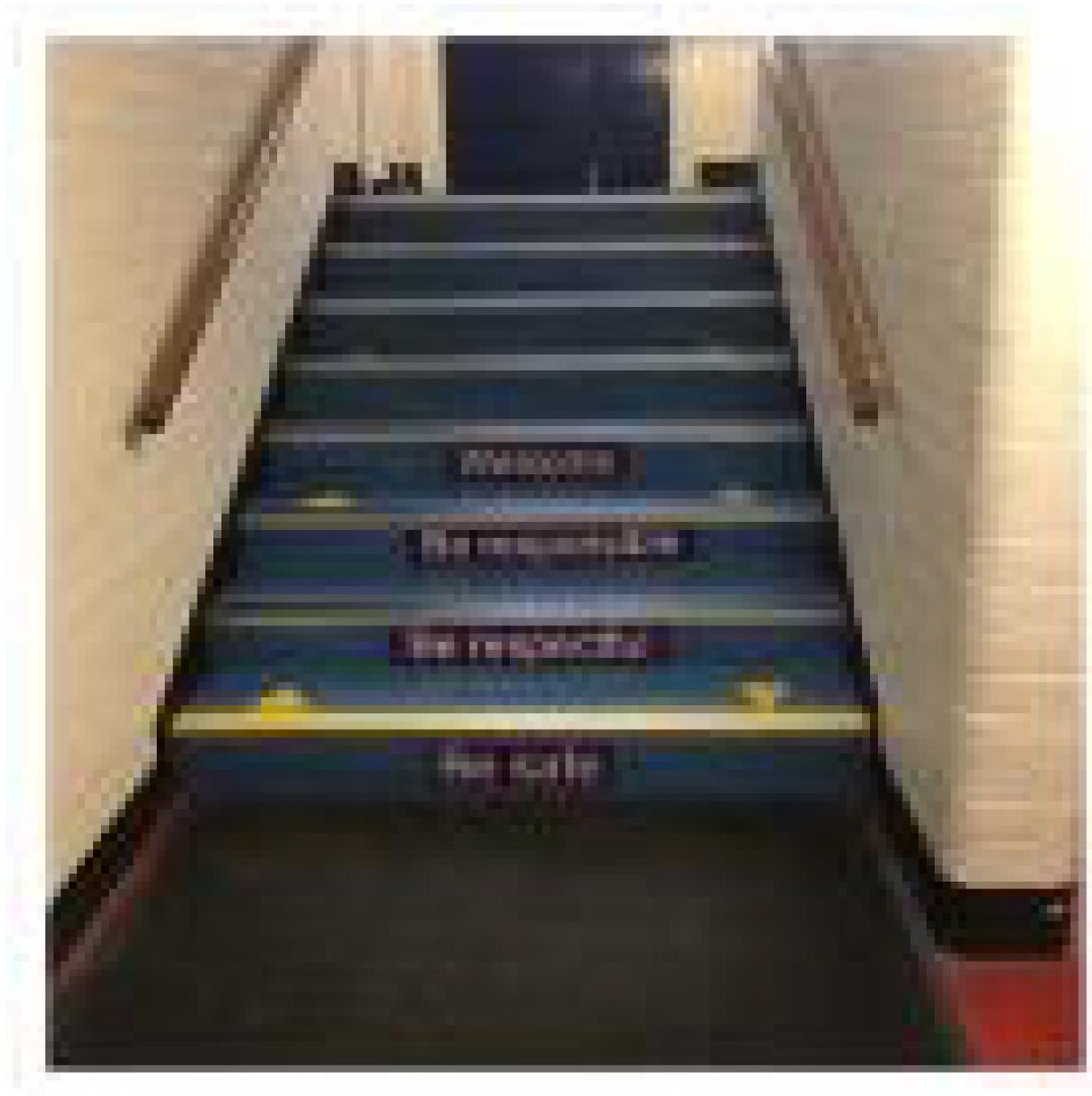
- Joke visits once each term to deliver new training, coaching and support
- Implementation teams set up and given time to work together and with all the staff
- PBS projects put in place
- Take at own pace and learn from each other

# The future

- Continue with the programme and continue to build a PBS culture
- Build in ongoing support
- Build confidence
- Share our experiences beyond our schools

# Hungerford PBS



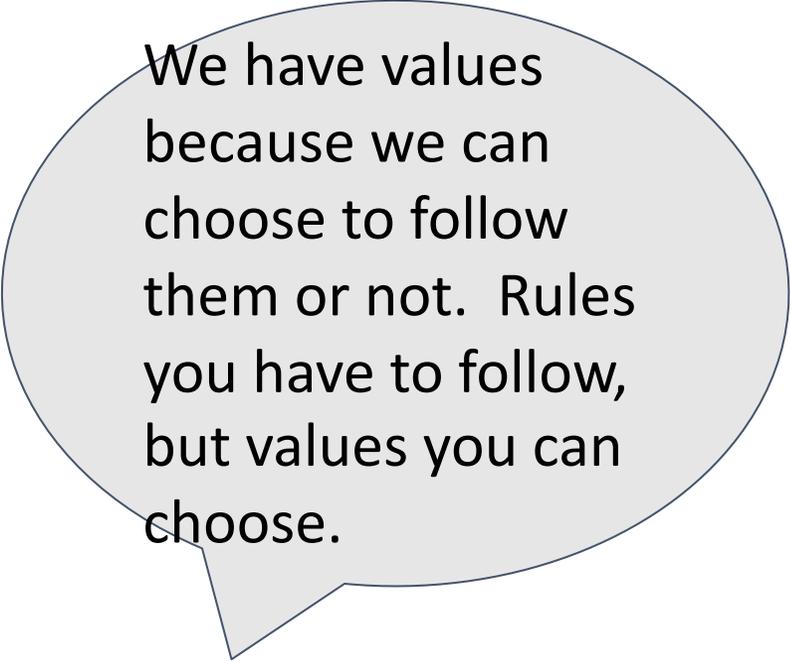


# Why

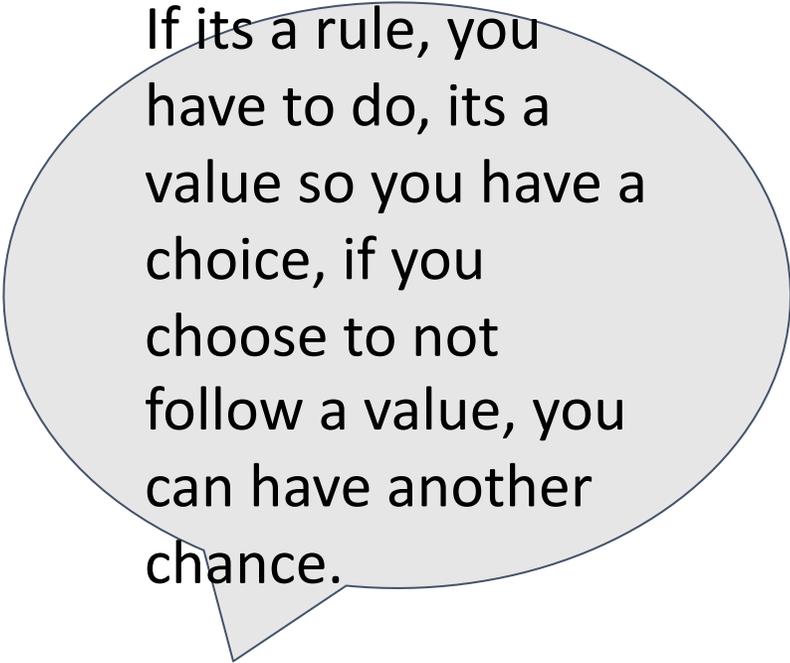
'We believe that children learn best when they are happy and interested and treated as individuals. We use Positive Behaviour Support and Intervention in order to make sure that our school is a calm and happy place for children to learn.'

Many of our children have very 'non-pbs' lives at home, so we need to provide an alternative for them at school so we can break the cycle.

It makes for a better working environment for everyone: the boundaries and structures of PBS help me feel in control and sane when things around me in the classroom don't always!

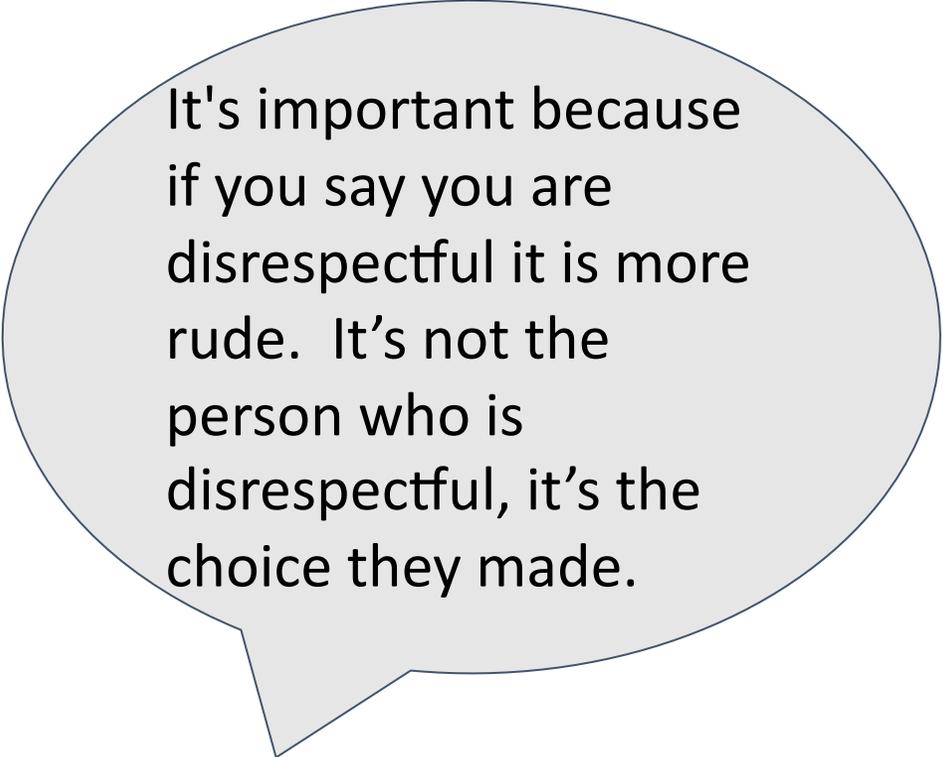


We have values because we can choose to follow them or not. Rules you have to follow, but values you can choose.



If its a rule, you have to do, its a value so you have a choice, if you choose to not follow a value, you can have another chance.

# You're disrespectful vs That behaviour is disrespectful



It's important because if you say you are disrespectful it is more rude. It's not the person who is disrespectful, it's the choice they made.

P  
R  
I  
S  
M

Positivity

Respect

Independence

Support

Motivation

P R

PBS is: “Focusing on the behaviour of the student and what you want them to do, rather than what you don’t want them to do”

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P R

PBS is: “Focusing on the good things that students do every day using positive language.”

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P R

PBS is: “Positivity and motivation rather than reactive negativity/discouragement.”

Positivity  
Independence  
Support  
Motivation

P R

PBS is: “A way of promoting a positive culture of positivity around the school in both staff and students and the way in which we respond to each other and work together.”

	Value: Respect	Value: Independence	Value: Support	Value: Positivity	Value: Motivation
Assembly	Listening to the person speaking. Talking in appropriate tones. Respecting space. Punctuality. Sit appropriately	Stacking chairs, allowing students to speak in appropriate tones. Signing for songs. Students to find seats without help. Allowing students to exercise right to participate or not	Respond positively. Appropriate support for individual needs. Offering help when needed. Model right behaviour. Awareness of potential situations	Encouraging students to join in. Applause. Value cultural diversity. Recognising all achievements. Be inclusive. Respecting individual needs.	Offer positive incentives to join assembly. Recognise achievements. Share news. Offer praise. Make them engaging for all. Offer appropriate rewards.
Reception/Atrium	Address receptionist and staff politely. Not throwing items at receptionist. Making space when asked. Taking turns. Giving and sharing space. Showing respect to visitors	Asking for pocket money, signing out, carrying out jobs, transitioning between different spaces.	Visuals on walls. Staff supporting each other with students in crisis. Supporting each other with morning transition.	Greeting appropriately. Encouraging student interaction.	and signing out. Jobs and carrying out responsibilities.
Toilets	Privacy. Space, independence and hygiene. Reporting toilet and cleaning.	Student encouraged to be independent, using visuals, knowing individual needs.	Helping students with their needs.	Role model - ie. Washing hands, modeling this. Brushing teeth, using appropriate words.	Using symbols a way to encourage student to use loos.
Lunch hall	Waiting patiently in line, respecting space. Using positive language - please and thank yous.	Tidy plates away after eating lunch. Collect dinner independently. Use visuals to select food.	Visuals. Verbal and visual prompts. Model use of cutlery. Using appropriate language for requesting food. All to use please and thank yous as modeling. Provide help as needed	Model positive body language. All staff to be approachable and ready to help.	Model good behaviour ie. Tidying away. Reward charts. What are you working for?
Playground	Play nicely with friends. Look after equipment, taking turns, kind words, give others space if they need it	Play by myself, choose who to play with	Ask for help, let others help me, listen to friends and staff and help friends.	Share space with others, let others win a game, give friends high-five	I want to join in with games, riding bikes, running games, ball games.
Corridors / Stairs	Doing good listening, keeping to left. Being patient for other students, walking calmly.	Walk alone to class, up stairs with peers, carrying out jobs, movement breaks, staying healthy.	Being patient, staying calm, taking turns, helping peers and others, doing jobs.	Learning independence, providing challenge, acknowledgement and greetings.	Role modeling, movement breaks.



Assembly

**P**

Positivity

I will join in, give applause and value cultural diversity

**R**

Respect

I will be on time, listen and use my quiet voice.

**I**

Independence

I will find my own seat, sing along to songs and stack the chairs.

**S**

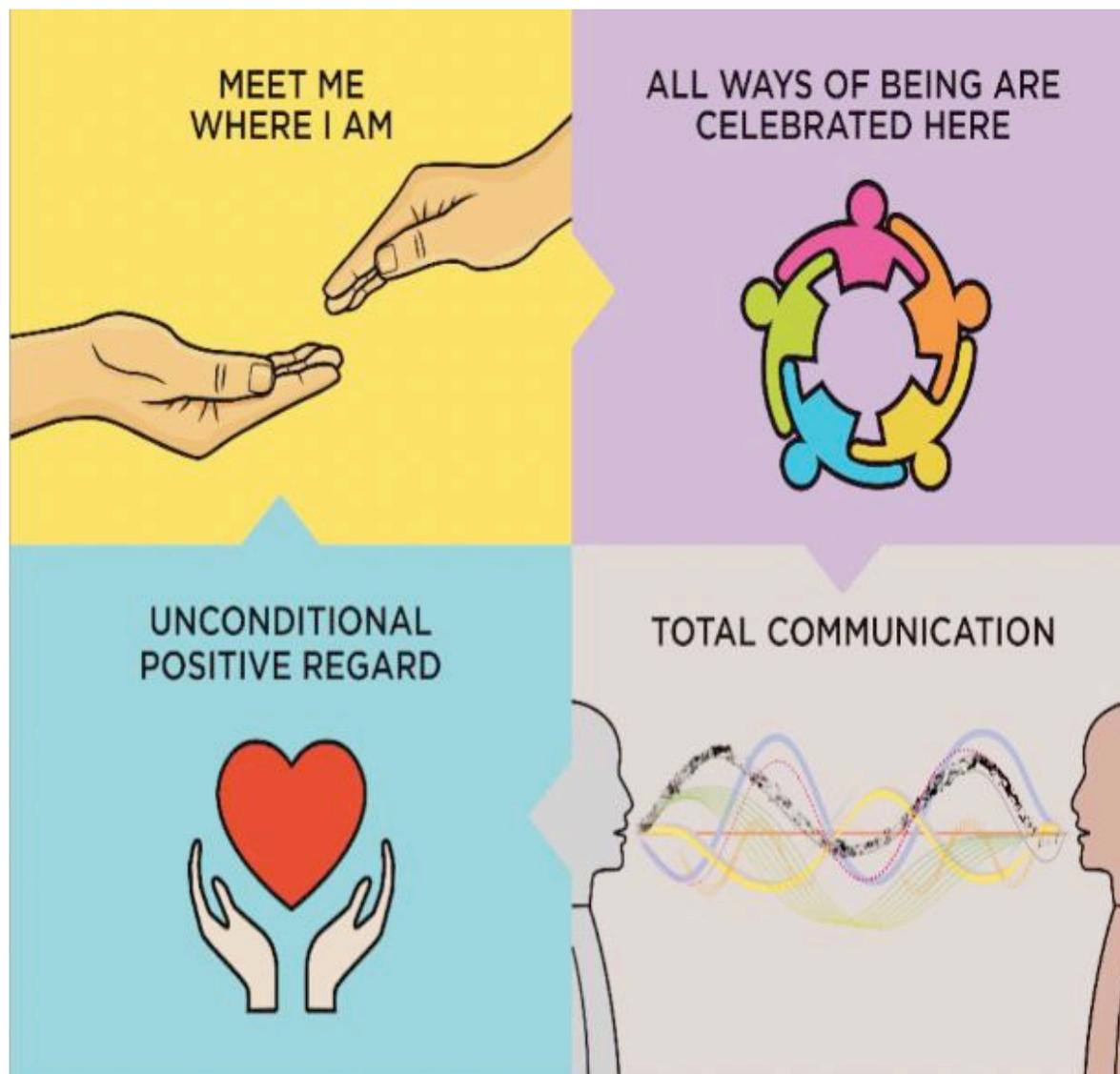
Support

I will be a good role-model, support others and offer help.

**M**

Motivation

I will engage with assembly, give praise to others and share news.







# Value

Important to us

SAFE INDEPENDENT RESILIENT

- Fire alarm
- Look out for each other
- Online
- Around the school
- Be kind
- Do things by yourself
  - ie. getting lunch
  - changing
  - Doing work by yourself.
- Not giving up when things are hard
  - Use different ways to solve problem
  - Time out

