At Bordesley Green Primary School we care, we create, we champion…
individually we succeed, together we excel.

BORDESLEY GREEN PRIMARY SCHOOL BEHAVIOUR POLICY

This Behaviour Policy is based on the principle that the development of mutual respect is at the heart of learning and well-being at our school through the consistent application of high expectations. It aims to provide a manageable framework which is clearly understood by all staff, parents and children and make a positive contribution to the high standards of behaviour and learning which we expect.

General School Rules

- These were devised in consultation with children and adults and are displayed in all communal areas both indoors and outdoors.

Classroom Rules/Superstar Criteria

- At the beginning of the academic year all teaching staff consults and agrees their classroom rules with their children. Rules agreed should be age appropriate, succinct and consistent across all year group classes. They set out the agreed expectations for children in the year group to collect ‘stars’ throughout the academic year.
- A copy is displayed in each class and referred to regularly throughout the year.
- A copy is also displayed next to the school superstar board in the entrance hall.

Example criteria/rules for awards:

- Politeness/good manners-to adults and each other
- Honesty/truthfulness
- Showing initiative
- Independence
- Consideration/caring attitude towards others
- Following all school rules (School, playground, movement around school as class or large group- displayed in all classrooms/learning bases)
- Improved skill/score
- Good/Outstanding work
- Responding to marking/feedback
- Consistent/improved effort
- Punctuality to sets, meetings, lunchtime or after school activities.
- Correct school uniform (Random uniform day when stars are awarded for all children wearing correct school uniform)
- Homework completed on time and to a good standard
- Being ready to learn
- Completing all tasks.
- Speaking in complete sentences
- Explaining my learning.

REWARDS

BGPS Superstars Individual expectations Years 1-6:

In keeping with our school motto ‘Being Great Produces Stars’ children are rewarded with stars. Stars can be awarded by any adult in school including lunchtime supervisors. All staff have a supply of small reusable laminated star awards which children hand to class teacher to be added to individual collection card.
Stars are awarded for following the year group rules and/or the general school rules as detailed above.

A class behaviour chart is prominently displayed in all classrooms to provide an overview of achievements throughout the year. The chart should include a column for each child plus 5 blank columns for any in year admissions and labelled ‘BGPS Superstars’ to promote consistency. The chart is divided into milestones of 10 and stamped by class teacher as they are achieved by individual children (See below). Photos are optional.

<table>
<thead>
<tr>
<th>BGPS BRONZE SUPERSTARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child 1</td>
</tr>
<tr>
<td>10 20 30 40 50 BRONZE</td>
</tr>
<tr>
<td>Child 2</td>
</tr>
</tbody>
</table>

Children collect star awards on individual superstar card (bronze, silver and gold) which are recorded by teacher using ‘star ink stamper’.

- Bronze award (50 stars) = bronze sticker on whole school board, ‘bronze badge’ and bronze star sticker for classroom chart. Silver collection card issued by LG.
- Silver award (100) = silver sticker on whole school board, ‘silver badge’ and silver star sticker for classroom chart. Gold collection card issued by LG
- Gold award (150) = gold sticker on whole school board, ‘gold badge’ and gold star sticker for classroom chart. Platinum reward card issued by LG
- Shooting Star awards will be available for exceptional performance only and provides an open ended challenge.

Gold, silver, bronze awards will be managed by all members of LG.

The expectation is that all children aim for gold.

Children can achieve their awards at any time of the year but a series of challenge dates are set each year for additional recognition and rewards as follows:

- Bronze award by October half term (approx. half term to complete)
- Silver award by February half term (approx. term to complete)
- Gold award by end of Summer term (approx. term and half to complete)

In order to maintain the status of the awards they should not be achieved significantly in advance of the deadline date.

Class teachers will need to maintain an overview of all children in their class and share any issues with their year group staff.

Achievements of children who meet the challenge dates are recognised in termly reward assemblies to which their parents are invited.

Once completed, ‘Superstar Awards’ cards are kept in child’s individual assertive mentoring files.

Year groups will establish smaller, age appropriate milestones to be implemented by class teachers to maintain focus throughout the term/year e.g highest achieving table/group of week, child achieving most awards in a week, whole class achieving bronze etc. This information is included in the parent leaflet.

Additional age appropriate classroom/behaviour management strategies eg smiley face/sad face, marbles in a jar will be decided at year group level and followed by all staff that work within the year group, including LTS. This information is included in the parent leaflet.

All behaviour management strategies will be clearly displayed in the classroom to promote consistency and support adults and children.

BGPS Superstars Individual expectations Reception:

Children will receive a reward for collecting: 10, 20, 30 stars. These will equate to the bronze, silver and gold awards in school (with the same time scales)

Reception staff will have a maximum of 5 stars to award every day with the lunchtime supervisor having two stars each day to award. Children will also have the opportunity to collect stars from other members of staff around school.

A child in each class is awarded the title ‘star of the week’ every Friday. They wear a special star hat and sit on the star seat! They do the important job of being class line leader for the following week.
Shining Stars books & assembly

These will be held each half term to share the contents of the ‘Shining Stars’ record book for each phase. AHTs will bring the record books to PPA each week and staff will be invited to add relevant details for 2-3 children in each class who have excelled in an aspect of their learning or behaviour. This may include significant achievements outside school. Class golden time rewards should also be recorded. Staff not attached to a year group are also encouraged to make relevant entries as they occur. The books will be located on the cupboard beneath the superstar boards

SANCTIONS

General

- All staff, including lunchtime supervisors follow a red/yellow card system. Yellow cards are used as a warning of unacceptable behaviour followed by a red card should the unacceptable behaviour persist.
- Incidents of low level unacceptable behaviour during class or set lessons (yellow card incidents) are recorded in the base classroom behaviour book by the relevant teacher along with the sanction applied.
- Agreed sanctions:
  - Missing playtime/lunchtime outdoor activities
  - Working in isolation under supervision of senior member of staff
  - Additional work
  - Repeating unsatisfactory work
  - Loss of privileges e.g attending special events (including sports activities and OOHL), positions of responsibility within class/school.
  - School community duties
  - Placed ‘on report’ by the Phase Assistant Head following repeated unacceptable behaviour
- Children must be supervised at all times whilst completing a sanction.
- Sanctions should be age appropriate, clearly understood by the child.
- Should the following incidents occur a ‘red card’ will be issued without a ‘yellow card’ warning and the child’s name recorded on the school’s central behaviour log:
  - Violent behaviour
  - Stealing
  - Bullying
  - Deliberately damaging/defacing equipment/property
  - Disobedience – persistent refusal to follow instructions from an adult
  - Racism
  - Fighting

Incidents at playtimes and lunchtimes

- Children will be spoken to for unacceptable behaviour.
- If this continues a yellow card will be used as a warning.
- Persistent unacceptable behaviour during that playtime/lunchtime will then warrant a red card for disobedience.
- The child will be bought into school for ‘time-out’

If a red card is issued the class teacher will be informed with a ‘red card incident slip’, record it on the class behaviour log and speak to the child’s parent at home time or phone them if they are not available at the end of the day. This action will be confirmed on the ‘red card incident slip’. Once completed slips are securely attached to the classroom behaviour book.

At lunchtime, a member of the leadership group will be on ‘Time Out’ duty each day for any children that are issued with a red card by a lunchtime supervisors. They will record this on the behaviour log; then take the child to the class teacher along with a ‘red card incident slip’

The class teacher will speak to the parents at the end of the day. This action will be confirmed on the ‘red card incident slip’.

Following the 1st and 2nd red card incident the class teacher will speak to the parent at home time or make a phone call if the parent is not available
Should a third incident occur, the Assistant Head Teacher for the child’s phase will speak to the child and their parents on that day.

Any subsequent incidents will be dealt with by the Deputy Head and/or the Head Teacher.

**Racist incidents**

- During a lesson the adult will tell the child that what they have said is unacceptable and will be dealt with. At the end of the lesson the adult speaks to the child/children concerned to define if what was said was a racist incident. Should it be, the child/children will be taken to a member of the leadership group.
- At other times (e.g. playtime) the adult will speak to the child/children concerned to define if what was said was a racist incident. If it was, they should bring the child/children to a member of the senior leadership group.
- Any racist incidents will then be recorded in the school Bullying Incident Log by a member of the leadership group.

**Fighting/violence**

- During a lesson – the teacher should send another child with the ‘helping hand’ J:\Behaviour 2014-15\Helping hand cards.docx to the leadership group or phone 100 and inform the staff they need help. A member of the leadership group will come and remove the child/children from the room.
- At playtimes – send Red card with a child to a member of the leadership group who will come and remove the child/children from the playground.
- A member of the leadership group will record any incidents of racism and fighting on the behaviour logs and, where applicable, on the bullying log, and contact parents.

**Bullying**

- Bullying will not be tolerated. (See appendix 1 Anti Bullying Policy)
- Any bullying or suspected bullying incidents should be reported immediately to a DSL (Designated Safeguard Lead)
- All incidents will be deemed a safeguarding issue and recorded as such as a ‘note of concern’ for all children involved (Victim and bully)
- Following investigation all confirmed incidents will be recorded in the ‘bullying log’ in addition to the school behaviour log.
- Parents of the victim and bully will be informed immediately

**Monitoring**

- Classroom and school behaviour logs are monitored half termly by the phase assistant heads and updates reported to the Head Teacher.
- This data will be combined with the bullying log and notes of concern data to inform whole school monitoring by the Head Teacher. The outcomes will be reported to Governing Body as part of the Head Teachers termly report.

**SCHOOL ORGANISATION AND ROUTINES**

**Moving Around School**

- It has been agreed that children should walk around the school quietly and, from Year 1 upwards, in boy/girl order. The class line order should be displayed in each classroom near the door.
- The movement of groups of children should be supervised by an adult at all times.
- All adults position themselves where possible at the front and back of a line. If this is not possible the adult views the group from the middle of the line. Support staff will accompany all Foundation stage and key stage one classes when moving around school.

**Playtime/Lunchtime/Home time**

- All staff on playground duty or first aid duty must be “on duty” before the bell.
- All classes are escorted to the playground at playtimes and are collected by the teacher (unless there is a supply teacher, then the TA will support).
- All classes are escorted to the playground at lunchtimes and are collected by the teacher (unless there is a supply teacher, then the TA will support).
• Two minutes before the end of playtime/dinnertime the designated member of staff* (See playground rota) will ring the hand bell (Located on shelf in Year 5 corridor) to indicate that children should move to their lining up positions. This should be followed by a whistle to indicate to children that they should be ready to re-enter school. At this point the expectation is that all children are quiet and in a straight line facing the teacher. This expectation should be clearly understood by children and consistently enforced by all staff.

• At the end of the day, all classes are escorted to their designated spot in the playground by the teacher and TA.

Assembly

• Staff and children should enter and leave in silence.
• KS2 classes should enter and leave assembly in pairs to speed up process.
• Support staff will accompany all Foundation stage and key stage one children into and from assembly to support the teacher, develop routines and promote high expectations of behaviour.
• If a supply teacher is in a class, the TA will indicate where the class should sit and remain in assembly.
• All staff will remain standing until the assembly starts and stand as soon as it has finished.
• Teachers should sit at the end of their lines to supervise their class; ensuring children have ‘good sitting’.
• Adults should model ‘no talking’ during assemblies.
• Should the behaviour of the majority of a class be unacceptable at any stage during the assembly, the teacher leading the assembly will request the class teacher takes the children back to their classroom. The class will then miss the whole of their playtime the next day.
• During assemblies where parents are present, the head teacher will remind them of appropriate behaviour at the start, e.g. talking, phones, noisy toddlers, taking photographs.

Parents

• Parents are issued with a year group behaviour leaflet at the beginning of each year [H:\Behaviour and rewards procedure\Behaviour year group parent leaflets\Behaviour parents leaflet.docx] The leaflet sets our clearly the specific rewards, behaviour strategies and sanctions that have been decided at year group level as well as an overview of the whole school framework. Leaflets are also available on the school website [www.bordsgrn.bham.sch.uk]
• Parents are invited to attend termly ‘Reward assemblies’ to celebrate their child’s individual achievements.
• Parents are informed of all red card incidents which their child has been involved in on the day of the incident either in person or by telephone.
Appendix 1

BORDESLEY GREEN PRIMARY SCHOOL ANTI-BULLYING POLICY

Objectives of this Policy for Bordesley Green Primary School:
Everyone will know that bullying will not be tolerated

What Bordesley Green Primary School believes about bullying:

- We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- Bullying of any kind is unacceptable at our school.
- If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
- We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

- Bullying is hurting another person deliberately and persistently.
- Bullying results in pain and distress to the victim.

What forms does bullying take?

- Name calling – using bad language
- Physical
- Destroying other people’s property
- Racist remarks
- Spreading rumours
- Discrimination
- They do it secretly
- Personal remarks/unkind remarks about your family
- Cyber bullying

We understand that bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening)
- Physical: any use of violence
- Racist: racial or cultural taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology i.e. camera & video facilities

We believe that it is important to respond to bullying because:

- Bullying hurts and can ruin lives
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- The school will be a better/safer place
- It stops people being bullied and help the bullies become better people
- Then everyone is confident about school

Role of governors:

- Supports the Head Teacher in eliminating bullying in school
- Monitors incidents and ensures the Head Teacher keeps accurate records of any incidents
- Respond to requests from a parent to investigate an incident of bullying within 10 days of receiving it

Role of Head Teacher:

- To implement the anti-bullying policy
- Ensure all staff are aware of and adhere to the policy
- Ensure ALL staff receive sufficient training to deal with bullying
- To set the school climate of mutual support and praise for success

Role of staff:

- Take all reported incidents of bullying seriously
- Keep records of reported incidents; investigate/report to senior member of staff
- Follow the guidance in dealing with bullying/behaviour management
Use a range of methods to help prevent bullying to establish a climate of trust and respect

**Role of parents/carers:**
- If they suspect their child is being bullied they should contact the school immediately
- If they are not satisfied, they should contact the Head teacher
- Support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school

**Role of child:**
- **TELL** if they are being bullied or suspect that someone else may be being bullied

**Signs and Symptoms**
We think that children may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:
- Is frightened of walking to or from school
- Doesn’t want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn’t want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong

**What we do at Bordesley Green to prevent bullying:**
- School Council representatives for each class
- Class Rules
- Displays/posters
- Star Award Assembly to make children feel confident
- Certificates, badges and stickers
- Teachers, teaching assistants and learning mentor to talk to
- Peer Mediation
- SEAL
- Circle Time
- A series of consequences displayed in classrooms relating to behaviour
- Taking part in anti-bullying projects/weeks
- Behaviour and bullying logs

**What happens at Bordesley Green if bullying is discovered?**
It is important to tell someone so that the school can help
- Report bullying incidents to staff and share what has happened
- We will bring the children together to try and resolve the problem and reach a way forward
- The bullying behaviour or threats of bullying will be reported immediately to a trained DSL (Designated safeguarding Lead) who will investigate.
- In cases of serious bullying, the incidents will be recorded according to our behaviour policy.
- In all cases parents will be informed and will be asked to come into a meeting to discuss the problem
- When necessary, governors will be informed.
- The school may arrange a meeting for both bullied child and child accused of bullying and their parents/carers with a mediator to try to resolve the situation
- If necessary and appropriate, police will be consulted by the Head Teacher
- We want to see people doing the bullying punished so that everyone can understand that bullying is serious but want support for them too so that they can understand their feelings and change their behaviour.
- Punishments will be tailored to age of child and circumstances. Details of punishments may be confidential.
- In serious cases of bullying, suspension or even exclusion will be considered by the Head Teacher with the governors.
- After the incident / incidents have been investigated and dealt with, each case will be monitored by Class Teacher and Senior Staff to ensure repeated bullying does not take place.
This policy cannot stand alone. It has links with:

- Behaviour
- Relationships and growing up
- Safeguarding
- Home/school agreement
- Inclusion policy
- SEN policy
- Disability/Equality policy

This policy has been formulated with staff, parents, pupils and governors of Bordesley Green primary school

Signed : (Chair of Governors)

Date: