



Bordesley Green Primary School

Positive Behaviour Policy

September 2020

Ethos

At Bordesley Green Primary School, we believe in recognising and rewarding positive behaviour. The development of mutual respect is at the heart of our learning and wellbeing through the consistent application of high expectations. Children have been involved in the formation of the school rules which are applied consistently across each year group throughout the school. In keeping with our school motto, 'Being Great Produces Stars', children are rewarded with stars for good behaviour. The Behaviour Policy and systems are shared with parents at the start of each academic year. Our Behaviour Policy has been created in line with the ambitions we have for our children and our school values:

Resilience

Empathy

Self-Control

Perseverance

Equality

Courage

Teamwork

All children have the right to develop their potential and be safe and happy. For their rights to be promoted, therefore, all children have to take on the responsibility of following our school rules.

We will:

- *Use kind hands, feet and words to everyone*
- *Be honest*
- *Respect our equipment, school and grounds*
- *Listen carefully and follow instructions*
- *Work hard and help others to work hard too*
- *Demonstrate self-control*
- *Show empathy towards others*

These rules are on display in every classroom and around the school as a reminder of our expectations. They are referred to in our assemblies and explored in our curriculum.

Each class will agree a code of conduct that must relate/refer to each of the school rules at the beginning of the year. This builds on the school rules in a way that is appropriate to their age group and helps to guide them in making good learning behaviour choices in the classroom and beyond.

Roles and Responsibilities

Pupils in school:

- Take responsibility for their own behaviour and learning
- Respect and display the values and learning behaviours we promote in our school
- Know and understand the rules, rewards and consequences for the choices they make

Adults in school:

In line with the Teacher Standards/job descriptions, the class teacher and teaching assistant are responsible for the management of the children's behaviour following the procedures included in this policy. They will do this by:

- Modelling appropriate body language and speech
- Treating all children equally and with respect
- Making rules and routines clear and applying them consistently
- Using positive behaviour strategies and praise rather than criticism
- Being calm and have high expectations of all pupils in our school
- Communicating regularly with parents regarding both positive and negative behaviour
- Adapting strategies to the needs of individual children with additional needs

Parents at Bordesley Green Primary School are expected to:

- Ensure that their child follows the school rules and behaviour policy
- Work with the teachers and school staff
- Communicate any concerns they have with the class teacher
- Follow the schools Behaviour Policy and procedures to communicate with the school

Celebrating Positive Behaviour

BGPS Superstars

In keeping with our school motto, "Being Great Produces Stars", children are rewarded with stars. Stars can be awarded by any adult in school. Stars are awarded for following the school rules and for demonstrating positive learning behaviour in school.

A class behaviour chart is prominently displayed in all classrooms to provide an overview of achievement through the academic year.

BGPS BRONZE SUPERSTARS						
	10	20	30	40	50	Bronze
Child 1						
Child 2						

Children collect stars awarded on an individual superstar card (bronze, silver and gold) which are recorded by the class teacher using a ‘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

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)

Half-termly Star Assemblies will recognise the children who meet the challenge dates set.

In order to maintain the status of the awards, they should not be achieved **significantly in advance of the deadline date.** Class teachers should award no more than **5 stars in each lesson.** Stars will also be awarded for children who achieve the “Good to be Green” target at the end of each week.

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. Teaching staff will select **2-3 children** in each class who have excelled in an aspect of their learning or behaviour. Parents are invited to the assembly to celebrate their child's achievements. The Shining Stars are displayed in the school hall each half term.

Good to be Green

While it is important to recognise and award behaviour that stands out as significant and special, it is also important to reward children where they are maintaining a good standard of behaviour on an ongoing basis, that enables their peers and themselves to be safe, happy and learning.

In every classroom, we have a "Good to be Green" display, on which every child has a card and an aim to keep it showing "Good to be Green" at all times. This represents meeting behaviour expectations. At the end of each week, 5 stars are awarded to every child who has maintained this through the week.



"Stop 'n Think!", "Warning" and "Consequence" cards are a visual reminder to pupils who are not meeting behaviour expectations.

A child whose card has been changed (to blue/yellow) in the classroom, can still earn back their 'Good to be Green' within a morning/afternoon session and receive stars. Children always need to know that they have the opportunity to redeem themselves. Lunchtime will class as a third 'stand-alone' session and so children must do their timeout immediately and will not have the opportunity to earn that time back-only yellow and red cards are issued at break times.

Managing Challenging Behaviour

As they make progress with their learning behaviour throughout school, sometimes children will make the wrong choice and exhibit challenging behaviour. As staff, we aim for a fair and consistent approach to managing this so that:

- A child understands why their behaviour has been inappropriate, especially including the impact on others
- Reoccurrences of inappropriate behaviour are less likely
- Other children see that appropriate consequences are put in place

The nature of our response depends on the issue at hand. This policy explains how we structure our responses as we aim for a fair and consistent approach, and then what steps we take where children are struggling to make progress with their behaviour within our normal approach. (See Appendix 1 Beacon Behaviour 12 Key Strategies for managing behaviour.)

Classroom Context

Appropriate classroom behaviour enables staff to teach and everybody to learn. Inappropriate behaviour inhibits learning and/or shows a lack of respect to others in the classroom.

Examples include:

- Lack of effort
- Not following an adult's instructions
- Distracting other children and preventing them from working
- Inappropriate use of equipment
- Using an inappropriately loud tone of voice
- Making other children feel unsafe or unhappy
- Lack of respect shown to adults

Adults will use the following process when managing inappropriate behaviour in the classroom:

1	Verbal Reminder	Child has opportunity to amend behaviour
2	Good to be Green card changed to "Stop n' Think"	Child to miss 5 minutes of next break-time (unless they are able to earn it back with good choices) managed by the class teacher.
3	Child given Warning Card	Children to miss 15 minutes of next lunchtime (unless they are able to earn it back with good choices) in time-out room with leadership team.

4	Child given Consequence Card	<ul style="list-style-type: none"> ➤ Child to be sent to another classroom* within year group until end of that teaching session. ➤ Child to miss 30 minutes of next lunchtime in time-out room with leadership team ➤ Child will complete a 'consequence card reflection sheet' to ensure they have understood their actions and the effects of their behaviour <ul style="list-style-type: none"> ➤ Parents informed
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*usually that of a senior/middle leader but as appropriate to availability and context-during class bubbles, the child will be sent to a member of the leadership team to work in a supervised position.

Children who have reached step 2 or 3 will have the opportunity to improve their choices during the morning or afternoon lessons and earn break-time back, before the half-day session ends.

If a child has been working with another teacher, for example, in a maths set, it is important that any card that is handed out, travels with the child. I.e. If the child receives a card from their class teacher, when they move to their maths set, they must take their card with them, so that the set teacher knows which stage they are on and has the opportunity to earn back or escalate the card. Equally, when a child returns to their class teacher, any card given/maintained in their maths set, must be taken back to their class teacher.

Children reaching the Consequence Card do not have the opportunity to earn their green card back because enough reminders will have been given.

Every child starts 'a fresh' and goes back to 'Good to be Green' at the beginning of the half-day teaching session.

On rare occasions, children may exhibit behaviour which accelerates faster through the sequence above. More serious inappropriate behaviours include:

- Refusal to follow an adult's instructions (immediate warning card)
- Swearing (immediate warning card)
- Wilful destruction of property (immediate warning card)
- Any behaviour which puts others at risk of harm (immediate consequence card)
- Deliberately hurting others (immediate consequence card)
- Homophobic or racist behaviour (immediate consequence card)

In the event of any of these behaviours, children will immediately be given a Warning or Consequence Card with all associated actions applied.

If a child is issued Consequence Cards, this is escalated through staff according to the following process:

First instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team. Class teacher contacts parents-face-to-face or via phone call at the end of the day
Second instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team .

	Formal face-to-face meeting between class teacher, parent and child
Third instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team . Face-to-face meeting between AHT, class teacher and parents
Fourth instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team. Face-to-face meeting between Deputy Headteacher/Headteacher and parents, to be followed by a Behaviour Plan (which will then be reviewed at an agreed later date)

All meetings should be held with a second member of staff present and a member of the leadership team informed beforehand.

All conversations of this nature should take place in the school building in a room that allows parents privacy from other parents/children. Conversations around challenging behaviour should not take place on the playground or in corridors.

Recording

Warning cards and Consequence cards given in class, at the end of a half-day session, will be recorded on an 'individual electronic behaviour record sheet' by the class teacher. In the event of three warning cards being given within one week (7 days, not necessarily Mon-Fri), this translates to the equivalent of a consequence card and the class teacher will contact parents accordingly to inform them, as described in the table above.

All 'consequence card reflection sheets' completed by the children will be saved electronically by a member of the leadership team and sent home via the class teacher with the appropriate associated discussion.

In addition to this, informally, each week, a list of names of children that have a blue Stop n' Think card at the end of a half day session, will need to be kept by the class teacher so that teachers are able to keep track of who receives stars at the end of the week.

All warning and consequence cards are recorded on an AHT overview spreadsheet by a learning mentor or member of the leadership team, as an initial reference point for monitoring.

EYFS

Reception

Reception will use the same card system as KS1 and KS2, with the following amendments in terms of sanctions:

1	Verbal reminder	Child has opportunity to amend behaviour
2	Good to be Green card changed to "Stop n' Think"	Time out (5 mins)
3	Child given Warning Card	Time out in another classroom (7 mins)
4	Child given Consequence Card	Miss lunch time play

The same system will apply as with KS1 and KS2, in terms of actions when warning/consequence cards are accumulated.

Nursery

Each child will have a laminated picture of themselves that will be placed on a display that reflects the card system for the rest of the school:

- green card (all children start on this)
- blue card
- yellow card
- red card
- gold star-for rewarding positive behaviour

The following will apply in terms of sanctions:

1	Verbal reminder	Child has opportunity to amend behaviour
2	Blue card	Child has second opportunity to amend behaviour
3	Yellow card	Time on the thinking chair (3 mins)
4	Red card	Time on the thinking chair in YR (5 mins)

The same system will apply as with KS1 and KS2, in terms of actions when warning/consequence cards are accumulated.

Out of Classroom Context

All children have the right to feel safe and be happy during break-times and as they move around school so that they are ready to go back into lessons, ready to learn.

All staff take responsibility for ensuring children follow school rules and will give visual and verbal reminders where necessary.

At times, inappropriate behaviour outside of the classroom may be more serious. For example:

- Not following an adult's instructions or agreed rules
- Overly physical play
- Inappropriate language
- Damaging school equipment
- Behaviour that shows a lack of respect to adults or other pupils

This behaviour is treated in line with “Warning Card” behaviour in the classroom (see grid above).

More serious instances of inappropriate behaviour outside of the classroom could include:

- Physical aggression to another pupil
- Behaviour that ostracises or isolates others
- Derogatory or abusive language including racist or homophobic

This behaviour is treated in line with “Consequence Card” behaviour in the classroom (see grid above).

First Break

If a card is issued by a member of staff on duty, they will inform the class teacher. If missed break is applicable by the end of the morning, the child will then be escorted to the time out room by the class teacher/TA at the start of lunchtime, where they will miss the relevant amount of time. The card will be recorded on the ‘individual electronic behaviour record sheet’ by the class teacher at the end of the morning.

It may be necessary for incidents at break-time to be further investigated during or following the conclusion of that break-time period. This would be usually be undertaken by either the teacher on duty, the class teacher, learning mentor or, if necessary, a member of the leadership team. Following an investigation, appropriate consequences will be applied as explained above.

Lunchtime

The child will be escorted to the time-out room by the LTS who will relay the incident to the leadership team. The member of staff from the leadership team dealing with any instances of such behaviour will decide on the appropriate card and issue the card and related sanctions accordingly and then alert the child’s class teacher at the end of lunchtime.

Any cards given at lunch will be recorded on the child’s ‘individual electronic behaviour record sheet’, by the member of the leadership team in timeout. The leader will scan and save the ‘consequence card reflection sheet’, inform the class teacher after lunch, and then hand the original copy to the teacher to be sent home and explained to the parent/carer.

Exclusion

The school follows the LA and DFE exclusion guidelines, which apply in cases of high frequency, disruptive behaviour or incidents of a serious nature. Only after careful consideration by the Head Teacher and proper application of the appropriate regulations, will the following sanctions be imposed:

- Internal exclusion
- Lunchtime exclusion
- Fixed term exclusion

- Permanent exclusion

Exclusion is an extreme sanction and is only administered by the Head teacher or the person with delegated responsibility. The Head Teacher will inform parents and the Governing Body of any incidents and the action taken leading to exclusion.

Behaviour likely to warrant exclusion includes:

- Deliberate physical acts that cause significant harm
- Significant and persistent disruptive behaviour to other children or staff
- Significant and persistent aggressive behaviour to other children or staff
- Making unsubstantiated allegations or threats to other children or staff
- Bringing weapons or any substance with the intention of misuse onto school premises

On a child's return to school a meeting between Head Teacher, Class Teacher, Learning Mentor parents and the child is arranged to discuss a behaviour agreement contract.

Inclusion (pupils with additional education needs)

Bordesley Green Primary School is an inclusive school. We acknowledge the importance of a safe, enabling environment in which we strive to meet the needs of each individual pupil. We recognise the differing needs of our pupils, when addressing any behaviour issues which may arise. Some pupils may have a special educational need (such as autism) and may require additional support with understanding the following:

- aspects of our behaviour policy such as rules and sanctions
- why their actions are considered inappropriate
- the consequences of their actions

It is really important that school staff know the children well and that time is taken to give additional support to pupils who find appropriate behaviour more difficult. A member of staff dealing with an issue should always speak to all the children involved and ensure it is investigated as fully as possible. The member of staff should think of the most appropriate way to follow up an issue with a child, which still in line with our Behaviour Policy, sanctions may be adapted, considering the individual child. For example a one to one session with a familiar member of staff such as the SENDCO, Assistant SENDCO or Learning Mentor.