

Bordesley Green Primary School

Behaviour and Relationships Policy

September 2024

Ethos

At Bordesley Green Primary School, we are a Rights Respecting and Restorative Practice School. The development of mutual respect is at the heart of our learning and wellbeing through the consistent application of high expectations. School rules are applied across each year group throughout the school and the Behaviour Policy is 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

We recognise that whilst all children go to school to learn, some children go to school to be loved. We believe that by continuously investing in social capital, all members of the school community feel valued. We use a 'high challenge' and 'high support' approach, which builds on strong relationship-based practice between children, staff and families.

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

We will:

- *Respect each other by using kind hands, faces, feet and words*
- *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.

All members of our school community have roles and responsibilities in promoting and abiding by these rules. Within each class this is promoted by the creation of a class charter for each class throughout school. Each charter is created at the start of the year by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour. 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.

The Convention for the Rights of the Child include the following rights that relate to this policy:

Article 12: You have the right to give your opinion and for adults to listen and take it seriously

Article 13: You have the right to find things out and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 15: You have the right to choose your own friends and to join or set up groups as long as it isn't harmful to others

Article 19: You have the right to be protected from being hurt and mistreated, in body and mind

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 31: You have the right to play and rest.

Roles and Responsibilities

Pupils in school:

- Take responsibility for their own behaviour and learning
- Build and maintain relationships through mutual respect
- Understand that other people have different views, emotions and opinions and that's ok
- Understand that our emotions, whilst valid, are not a reason to break the school rules
- Respect and display the values, rights and learning behaviours we promote in our school
- Know and understand the rules, rewards and consequences for the choices they make

Adults in school:

It is the responsibility of all staff to develop supportive, empathic relationships with children and ensure that all children have a strong sense of belonging because they feel loved, safe and wanted in our school. We have high expectations with regard to behaviour, and strive to ensure that all children work to the best of their ability. All adults are social, emotional, and learning role models for children.

Adults will seek to enable restorative practice by understanding the child's perspective of a situation and strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. Staff will help children to develop a range of strategies to manage expectations and their emotions. All children are treated with respect and understanding.

They will do this by:

- Developing a calm, positive, structured and safe environment with clear boundaries, reinforced by daily check-ins with every child and at least weekly circle sessions to build strong relationships.
- Modelling appropriate body language, reactions and speech.
- Clearly promoting and applying rules and routines consistently

- Reprimanding children in private wherever possible and praising them in public.
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicating regularly with parents
- 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 respectfully

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**. One star will also be awarded for children who achieve the “Good to be Green” target at the end of each day.

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.

At the end of each day, 1 star is awarded to every child who has maintained this through the day. Weekly assemblies also celebrate the Star of the Week, acknowledging a child in each class who has excelled in demonstrating the value of the week.

Any child who has received a ‘Stop & Think’ or Warning card in the classroom, can still earn back their ‘Good to be Green’ within that morning or 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 ‘Warning’ and ‘Consequence’ 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
- Any relationships that have been damaged by the behaviour have been restored
- 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.

Classroom Context

Appropriate classroom behaviour enables staff to teach and everybody to learn. We believe that behaviour is a form of communication and that if a child is demonstrating challenging behaviour in a classroom, the adults must be reflective enough to ask themselves: 'What is the child communicating here?' 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
- All forms of bullying (see Anti-Bullying Policy)
- 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	Child given 'Stop n' Think' card	Child is privately reminded that they are heading in a wrong direction and need to stop and think about their choices. It could be useful for a child to move to a different physical location in the classroom to give them time to stop and think, but not in a way that humiliates them. If they continue in this direction, they will receive a 'Warning Card'. However, if they can successfully improve their choices/stop the inappropriate behaviour, then they will 'return to green'.
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. Staff who have given the card must log the incident on CPOMs as soon as possible, outside of teaching time, to inform the leadership team to expect the child at lunchtime.
4	Child given Consequence Card	Child to miss 30 minutes of next lunchtime in time-out room with leadership team. Staff who have given the card must log the incident on CPOMs as soon as possible, outside of teaching time, to inform the leadership team to expect the child at lunchtime. Child will complete a 'consequence card reflection sheet' (see appendices) to ensure they have understood their actions and the effects of their behaviour. This will then be used to ensure that any broken relationships (either with staff or peers) will be restored.

		The Reflection Sheet will be scanned and logged on CPOMS and sent to parents.
5	Child to be sent out of the classroom	If the behaviour continues following a consequence card, the child will be sent to complete their work under supervision of a member of the leadership team, until the end of that teaching session. Staff who have sent the child out card must log the incident on CPOMS as soon as possible, outside of teaching time.

‘Stop ‘n Think!’, ‘Warning’ and ‘Consequence’ cards can be placed on a child’s desk as a visual, private reminder to pupils who are not meeting behaviour expectations.

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 ‘afresh’ 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)
- All forms of bullying (see Anti-Bullying Policy)
- Homophobic, racist, abusive behaviour or other derogatory language (immediate consequence card)
- Sexual harassment (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.

It is important that incidents are investigated thoroughly, calmly and with care and sensitivity, and consequences should not be based purely on the word of another child. Issues should be investigated and then if the child admits to the allegation or an adult has seen evidence of the behaviour, consequences are given as appropriate.

If a child is issued Consequence Cards, the class teacher will speak to parents at the end of the day or via phone call at the end of the day. All conversations of this nature should take place privately, away from other parents/children.

If a child's behaviour becomes a concern due to an increase of warning and/or consequence cards, a face-to-face meeting will take place between AHT, class teacher, parents and child. This conversation will include any issues at home/outside of school, an overview of the behaviours seen in school, and an agreed supportive plan moving forward. This meeting will be recorded on CPOMS.

Recording

Teachers

Warning cards and Consequence cards given in class or at first break, will be recorded on CPOMS by the staff member who gave it. This must be done as soon as possible and definitely by the end of the day. Any other child or member of staff should be referred to by their initials only.

Any incidents of racist behaviour or sexual harassment must also be recorded on CPOMS. Initials of other children/staff should be used and it should be very clear as to whether these are allegations, or whether evidence of the behaviour has been seen by staff.

Leadership Team

Any warning or consequence cards given at lunchtime will be recorded by the Leadership Group on CPOMS.

All 'consequence card reflection sheets' completed by the children will be saved electronically by a member of the Leadership Group and logged with the relevant incident on CPOMS and sent home via the class teacher with the appropriate associated discussion.

EYFS

The following will apply in terms of sanctions:

1	Verbal reminder
2	Second verbal reminder to stop & think about their choices
3	If bad choices continue, child is asked to reflect on the thinking chair for 3 minutes.
4	If bad choices continue, child is taken to reflect on the thinking chair in a different classroom for 5 minutes.

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
- All forms of bullying (see Anti Bullying Policy)
- Derogatory or abusive language including racist or homophobic
- Sexual harassment

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

Break

A positive playground experience will have impact on behaviour in lessons.

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 go to the time out room at the start of lunchtime, where they will miss the relevant amount of time. The card will be recorded on CPOMS by the member of staff at the end of the morning, using the initials only of other children or members of staff.

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 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

A positive playground experience will have impact on behaviour in lessons.

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 CPOMS, 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 including sexual violence
- 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, 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.

Induction, training and communication

This behaviour policy:

- is monitored, reviewed and updated on an ongoing basis as necessary, as issues arise and as a result of pupil parent and staff voice
- is shared with all staff on an annual basis, including any other necessary linked training
- forms a key part of the induction process for new staff
- is shared with children at the beginning of the academic year (in child-friendly format) and referred to throughout the year as necessary
- forms a key focus for our home-school liaison
- and a summary of its contents is available on the school website for parents and members of the community

's Think Sheet



Class:

Date:

I can think about my choices and how they affect ME and others.

Article 12: You have the right to give your opinion and for adults to listen and take it seriously

Article 28: You have the right to a good quality education.

Article 31: You have the right to play and rest.

What I chose to do:

kick



hit



push



bite



scream



run



not work



pinch



say unkind words



throw something



It made feel:

happy



sad



mad



scared



frustrated



Next time I can choose to:

have SAFE feet



have SAFE hands



use kind words



use a SAFE mouth



ask for a calm break



say "I need space."



ask someone to "Please stop."



follow directions



stay in my work area



say, "I don't understand."



When I make a positive choice like that:

others will want to be with me



others will feel good around me



others want to play with me



people will know that I am kind



I will feel proud of myself



Child's Signature:

Adult's Signature:

Bordesley Green Primary School

Consequence Card Reflection Sheet



Name	Class	Date

Article 12: You have the right to give your opinion and for adults to listen and take it seriously

Article 15: You have the right to choose your own friends and to join or set up groups as long as it isn't harmful to others

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

<p>What did you do?</p>	<p>Which school rule(s) did you break ? (Please tick)</p> <p><input type="checkbox"/> Use kind hands, feet and words to everyone</p> <p><input type="checkbox"/> Be honest</p> <p><input type="checkbox"/> Respect our equipment, school and grounds</p> <p><input type="checkbox"/> Listen carefully and follow instructions</p> <p><input type="checkbox"/> Work hard and help others to work hard too</p> <p><input type="checkbox"/> Demonstrate self-control</p> <p><input type="checkbox"/> Show empathy towards others</p>
<p>Why did you do it and how were you feeling?</p>	<p>How did your behaviour affect others (children and adults)?</p>
<p>What could you have done differently?</p>	<p>What could you do to make things better?</p>
<p>Staff comments:</p>	
<p>Child's signature</p>	<p>Adult's signature</p>

Check-In Record



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Name:

Class:

w.b. :

	Breakfast Club	Lesson 1	Playtime	Lesson 2	Lesson 3	Lunchtime	Lesson 4	Lesson 5 (pm)	Running total/end of day HT/AHT signature
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Targets:



No behaviour issues



Some 'Stop & Think' reminders card



Behaviour not acceptable – Warning or Consequence Card

This week I need to earn

Stars

If successful I will: