

ROBERT BLAIR PRIMARY SCHOOL

Behaviour Policy

Version No.	Date	Approved by	Review Frequency	Review Date
1	Sept 2016	Behaviour and Safety Committee	2 Years	Sept 2018

Other related policies: Anti-bullying Policy
 Child Protection Policy
 Staff Code of Conduct

Relevant Guidance: Use of reasonable force guidance; DfE July 2013

1. INTRODUCTION

1.1 Statement of Intent

Good behaviour is an essential condition for effective teaching and learning to take place. A sound approach to behaviour management is a vital foundation for the spiritual, moral, social and cultural development of children (SMSC). At Robert Blair Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

Robert Blair Primary School has a high expectation of children’s behaviour. Our approach and ethos is closely linked to ‘Habits of Mind’ to support and develop its pupils as lifelong learners equipped with the skills to engage in their learning.

‘Habits of Mind’ are an encapsulation of attitudes and dispositions towards learning and underpin the deeper moral values of the school using higher order thinking skills. They extend into every area of school life ensuring pupils understand expected behaviours and have the opportunity to make good and thoughtful decisions.

There are 16 ‘Habits of Mind’ (Appendix 1)

A relevant example would be the ‘Habit of Mind’ **Managing Impulsivity** which helps children to: *Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed with mindfulness.*

Children’s needs can be seen to operate on five levels: physiological needs, safety needs, love and belonging needs, esteem needs and self-actualisation needs (Maslow, 1968,

Towards a Psychology of Being). In order to have these met, many children need a secure framework in which to work. A school which uses Habits of mind provides this framework as it gives the children opportunities to receive recognition, attention and appreciation from others, developing a positive image of themselves and increasing their self-esteem.

1.2 Objectives of this Policy

To ensure that:

- All members of your school community, teaching and non-teaching staff, pupils, parents/carers and governors have an understanding of how we manage behaviour at the Robert Blair Primary School.
- As a school we understand that good behaviour management is the foundation of a good learning culture. Pupils and parents/carers can be assured that our primary focus is to support the positive behaviour and relationships of staff and children at the school.

2.0 ROUTINES (Expected behaviour)

The School has high expectations around learning behaviour. These are reviewed regularly with pupils, teachers and all school staff in line with developing and ensuring appropriate attitudes and dispositions to learning support a climate of reflection and continuous improvement.

For example expectations at the start of the year may centre around the following areas and be broken into expected actions: (Appendix two:Expected behaviours)

Reception to Year 6

- Put Learning First:
- Supporting each other:
- Being responsible:
- Care for our environment:

Foundation Stage

- Inside Routines
- Outside:
- Group times

3.0 PROCEDURES

3.1 Whole School

- Adults in school are the role models for the children and therefore need to set a good example at all times.
- Adults working in school should:
 - Interact professionally with children, parents, visitors and other colleagues at all times. The way verbal and non-verbal communication with these people takes place is important.
 - Use language which supports positive behaviour (choices) rather than judgmental language

- Understand the links between positive feedback, motivation and behaviour (including Assessment for Learning).
 - Respond promptly and firmly with pupils who test the boundaries of acceptable behaviour.
 - Support each other.
 - Calm situations down; where possible avoid threats, ultimatums, confrontations etc.
 - Make time to listen and provide sensitive and considered 'pastoral' advice when required to do so.
 - Dress professionally and appropriately.
 - Adhere to the staff Code of Conduct.
- All staff have a duty of care to pupils which involves acting as any reasonable parent might act in the circumstances (in loco parentis).
 - All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways. The following encouragements and rewards may be used alongside our 'Stay on Green/ growing Green and gold behaviour' strategy:
 - Positive verbal comments and praise
 - Non verbal signals
 - Positive comments written in books
 - Giving children responsibility
 - SEAL work
 - Small group or individual work carried out by the inclusion team
 - Sharing positive aspects with others
 - Awarding certificates and stickers
 - Informing children of good work, positive attitudes or behaviour
 - Informing parents/carers of good work, positive attitudes or behaviour
 - Praise in front of class group
 - A visit to another member of staff
 - Acknowledgement in School Newsletter
 - Behaviour or Good Effort charts
 - Good effort certificate presented in assembly
 - Well done postcards

3.2 Classroom

Children spend the majority of the school day in the classroom and for this reason that a uniform application of the school behaviour system is vital (see 3.3).

By following the school behaviour system the class teacher will give warning to a child if they are at risk of consequence (Blue or Orange).

After a clear warning the child's name can be placed on blue and will have agreed timeout in class, if and when the behaviour improves they can be moved to green.

After further warnings and repeat behaviour the child will be moved to orange and have agreed time in another class with work to complete. The class teacher is responsible for completing an Orange letter (Appendix 3) and recording the behaviour incident on SIMs.

Alongside and in keeping with the stay on green system, it is the responsibility of individual teachers to set up other in-class behaviour rewards or sanctions as necessary which fall in line with the whole school approach to behaviour management.

Where behavioural issues reach a level that they cannot be managed within the classroom the matter should be referred to the Leadership Team, who will intervene in order to find a solution to the problems and take appropriate action. It is desirable that the class teacher and member of the Leadership Team have a shared agreement about a course of action to follow.

It is therefore vital that:

- a) There is a discussion between the class teacher and member of the Leadership team about what has happened, or
- b) A note is sent with the child or soon after explaining what has happened.

3.3 Whole school behaviour system

The behaviour system allows children to move up and down related to class behaviours and is used against whole school rules and expected behaviours (see 2.0)



- Children who are Golden receive a certificate and a letter home in celebration assembly.
- Children all start on green at the beginning of each day, children who stay on green all week are celebrated, children who collect 10 green letters will be entered on to the wall of fame.
- Between each stage, children are given time for reflection and opportunity to change behaviour.
- Reminders will be given before consequence.
- Children are given the opportunity to move from consequence stages back to green.
- Other rewards and consequences may be used alongside this strategy.
- Children who have had RED behaviour will have a letter sent home and a member of the leadership team will have spoken with their parent
- Some children will have Individual Behaviour Plans (IBP) which will also be used alongside and will occasionally supersede this strategy.

3.4 Red Behaviour Consequences

The four levels of Red Behaviour Consequence (RBC1 – RBC4) apply to children who have been sent to the leadership team because:

- they have worked through green, blue and orange in the stay on green system;
- they have been involved in a serious incident* in class which has caused them to by-pass stay green steps and jump straight to red;

or

- they have been involved in a serious incident* out of class.

A 'serious incident' means an **extreme verbal or physical assault towards a member of the school community, or an incident in which a child's behaviour becomes **completely unmanageable** for the member of staff dealing with it. RBCs should not be confused with incidents when a member of the leadership team is involved simply by virtue of being nearby when the incident occurs or because they have been asked to step in to help calm down a situation or provide respite for another member of staff.*

A child would normally escalate through RBC1 – RBC4 by repeatedly being sent to the leadership team throughout one half term. However, when the seriousness of the incident necessitates it, a child can be rapidly escalated to a higher level; subsequent RBCs will then continue from this level.

Following an exclusion, a child's RBC is reset to zero. However, repeated exclusions will ultimately lead to permanent exclusion following existing school policy.

Sequence of RBCs

In all cases:

- The child should be sent to a member of leadership team (LT) with an adult able to explain what has happened or a RBC note is completed and sent down within 30 minutes of the child being given to the LT. Failure to follow this step may result in the incident not being treated as a RBC.
- Work should be sent down for the child to complete if there is more than 30 minutes of the lesson remaining.
- LT record the incident on SIMs in the child's individual Behaviour Management Record, complete and save a letter (Appendix 3) for parent and record on whole school on the RBC spreadsheet.

RBC1

- Child remains with LT for the remainder of the lesson.
- LT calls parent/carers immediately to inform them what has happened and asks parent/carer to collect child from their office at the end of the day.
- Child returns to LT's office at the end of the day and the matter is discussed further together with the parent/carer.

RBC2

- Child is put on internal exclusion for the remainder of the day if sent to LT in the morning, or for the morning of the next day if sent in the afternoon (playtimes also missed). Work is set by LT with the assistance of the class teacher.

- LT calls parent/carer immediately to inform them what has happened and asks parent/carer to collect child from their office at the end of the day.
- At the end of the day the matter is discussed further together with the parent/carer.

RBC3

- Child is put on internal exclusion at least for the remainder of the day if sent to LT in the morning, or for at least the morning of the next day if sent in the afternoon (playtimes also missed). Work is set by LT with the assistance of the class teacher. The internal exclusion may last longer if this is deemed necessary, up to a maximum of 2 days. This is decided by the LT in consultation with the class teacher.
- LT calls parent/carer immediately to inform them what has happened and asks parent/carer to collect child from their office at the end of the day.
- At the end of the day the matter is discussed further together with the parent/carer. A time is arranged for the parent/carer to meet with the head, deputy head and/or assistant head(s) and class teacher for a Behaviour Strategy Meeting.

RBC4

- Child is excluded, duration of exclusion determined by seriousness of incident; this is decided by the LT in consultation with the class teacher.
- On return to school parent/carer meets with the head, deputy head and/or assistant head(s) for a Behaviour Strategy Meeting.

3.4 Curriculum

Our cross-curricular themes were introduced to meet the aims of the school in valuing every child's strengths, developing key skills of curiosity, creativity, motivation and independence. Our hope is that as we engage children in an exciting, stimulating curriculum, they will be motivated to learn rather than to misbehave.

When children misbehave, there is often a reason linked to learning. We need to establish why a difficult pupil is misbehaving in the first place, find the root cause and deal with it accordingly. Rather than continuing to punish the undesirable behaviour we need to seek ways in which the behaviour may be improved. For example:

- If a child is bored or restless find ways to excite and engage him or her through curriculum work planned – what is he/she interested in? If football is a motivator, special time on the internet looking at a favourite team's website or making a book about the team may be a key to modifying behaviour.
- If a child is demotivated or struggling to learn, look at the level of work being set, spend time differentiating or modifying the work to fit his/her needs and build in opportunities for success.

3.5 Playground behaviour

When children fail to follow playtime expectations then staff will issue an initial warning. If the child continues to break the routines then they will be asked to spend time out of play on the wall.

When children repeatedly fail to follow playtime routines or if there is a serious incident (e.g. a fight) a member of the leadership team may be asked to intervene and the child will be subject to a serious behaviour consequence.

Lunchtime staff will inform the class teacher of children who have need more time out at playtime.

Continuous poor behaviour at playtime will result in children being excluded from an appropriate amount of following playtimes.

3.6 Recording and reporting

Orange and Red behaviour incidents will be recorded using SIMs on an individual's behaviour record. Class teachers are responsible for completing this record of Orange behaviour on SIMs. Leadership are responsible for completing this record of Red behaviour on SIMs Orange letters are sent home by the class teacher out line why the child has gone to orange during the school day. The parent/carer needs to sign and return the slip to class teacher/ phase leader. (Appendix 3)

Red letters are sent home by the member of leadership who is dealing with the serious incident.

Parents will receive as part of their parent consultation information sheet a breakdown of behaviours for the term. They will also receive whole year behaviour information on their child's school report.

The school will report to governors through the appropriate subcommittee each term regarding whole school behaviour analysis.

3.6 Physical Restraint

Physical restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. They may need to be held and removed from a situation to keep themselves and others safe.

Staff are allowed to use reasonable force ('Use of reasonable force guidance; DfE July 2013) to ensure that they and others are safe.

Identified Staff may have additional training in positive handling 'Team teach' to support the needs of an identified individual or others. This is at the decision of the leadership team.

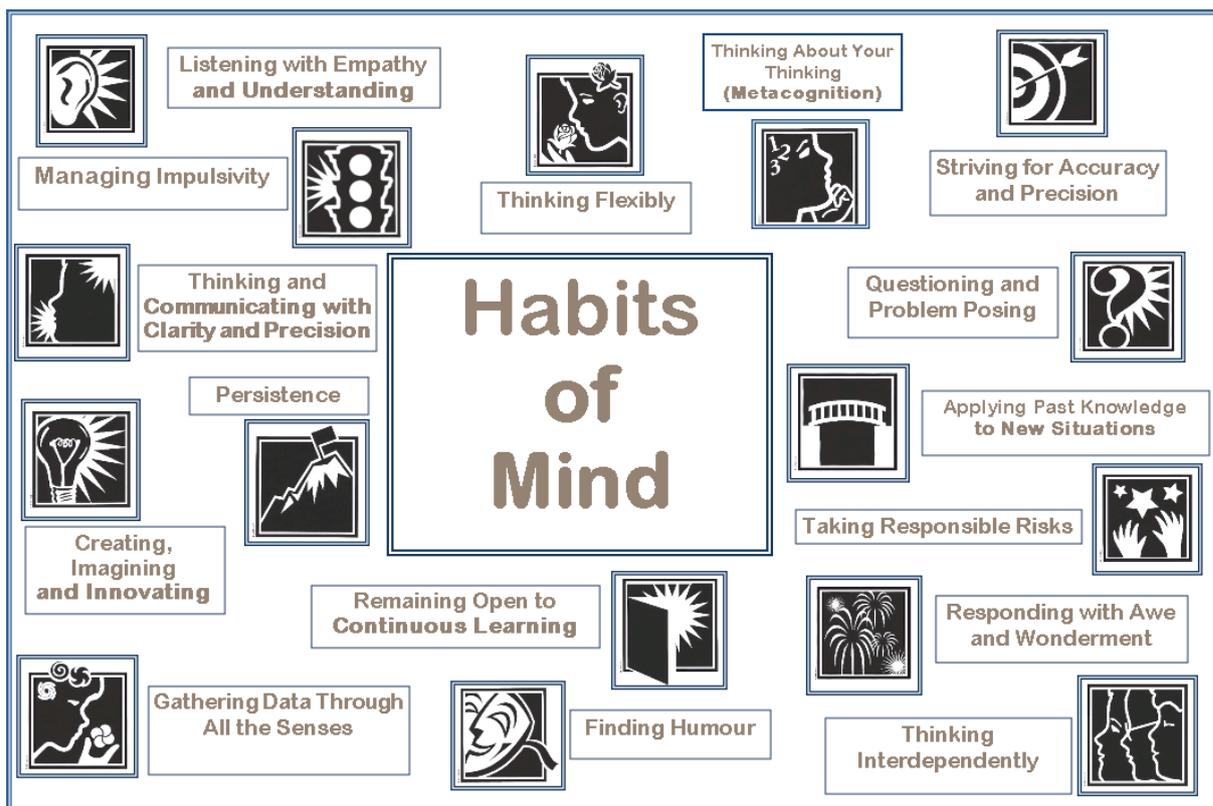
Children are held in a safe and controlled manner to prevent injury to themselves or others using recommended holds as learnt through training. Staff should use a range of strategies before holding a child and know that holding is the last resort.

Any time a child is held during an incident a record of this should be recorded in their behaviour management records (how long, how many times and adults involved)

3.8 Training

- It is the responsibility of the school leadership team to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

Appendix 1: Habits of Mind



Appendix 2: Routines (Expected behaviours)

Reception to Year 6

Put Learning First:

- We work hard and dedicated to achieving our best
- We follow instructions the first time
- We listen and respect others opinions
- We don't waste ours and others learning time
- We work with others sensibly, sensitively and seriously

Supporting each other:

- We don't hurt others physically or emotionally
- We are kind and thoughtful to others and help when we can
- We treat others fairly and respectably
- We are polite, understanding and deal with challenges with growing maturity
- We don't tolerate bullying

Being responsible:

- We wear our correct school uniform all the time
- We arrive at school on time and are ready for our learning
- We make sure that we have all the equipment we need to learn
- We read every day and always bring our reading record to school
- We complete our homework on time
- We move around the school calmly and sensibly
- We focus on our learning and push ourselves to be challenged
- We look at the person talking and listen
- We play fairly and don't hurt others
- We try different foods at lunch and are healthy

Care for our environment:

- We respect our school , its environment and equipment
- We are proud of our school and how it looks
- We tidy classrooms and respect all our school displays

Foundation Stage

Inside:

- We walk inside
- We use gentle inside voices
- We all help tidy up

Outside:

- We look where we are going
- We take turns on the ramp
- We slide feet first down the ramp when we are on our backs
- Wheels stay off the deck
- We put things back when we have finished
- We all help tidy up

Group times:

- We listen to each other

- We look at the person who is talking
- We take turns to talk
- We sit still on our bottoms

Appendix 3:

1 Academic Year 2 Achievement 3 Behaviour 4 Detention 5 Report Card 6 Reviews 7 Interventions

1 Academic Year

Academic Year

Achievements Points Behaviour Points Net Points

No. of Detentions Recorded No. of Report Cards No. of Interventions

2 Achievement

Date	Type	Points	Comments	Award	Award Date	
						 New  Open  Delete

3 Behaviour

Date	Type	Role	Points	Comments	Action	Action Date	
							 New  Open  Delete

4 Detention

Date	Location	Reason	Attended	Reason Not Attended	
					 Open

5 Report Card

Reason for Report	Start Date	End date	Active	Current	Additional Comments	
						 Open

6 Reviews

Date Of Review	Incident Type	Incident Date	Venue	Start Time	Organised By	
						 New  Open  Delete

Appendix 4:

Robert Blair Primary School Behaviour Policy

Orange Behaviour Letter

Dear Parent/Carer,

I am sorry to inform you that your child's poor behaviour resulted in him/her being sent out of their classroom today to work in another class for a period of time. Clearly, this is not acceptable. We expect all of our children to follow our school Golden Rules, which are:

We are gentle; we don't hurt others.

We are kind and helpful; we don't hurt anybody's feelings.

We listen; we don't interrupt.

We are honest; we don't cover up the truth.

We work hard; we don't waste our own or others' time.

We look after property; we don't waste or damage things.

_____ has been on orange today _____
because _____

Please talk to your child about their behaviour and the possible consequences of them making poor choices. If you would like to discuss this matter further your child's class teacher would be happy for you to make an appointment to see them.

Thank you for your support.

Yours sincerely,

Sarah Robbins and Matt Miles

Phase Leader

✂ _____

Please complete the tear-off slip below and return it to either Miss Robbins or Mr Miles tomorrow. It is important that you send this reply slip back to school.

I confirm that I have received an 'Orange Letter' and I have talked to my child about the need to improve their behaviour at school.

Signed _____ Parent/Carer of _____

Appendix 5:

Robert Blair Primary School Behaviour Policy

RED Behaviour Letter

[Date]

Dear Parent/Carer,

I am sorry to inform you that your child's poor behaviour resulted in **him/her** being sent to a member of the leadership team. Clearly, this is not acceptable. We expect all of our children to follow our school Golden Rules.

[NAME] has been put on **[RBC1/2/3/4]** because **[REASON]**

If your child continues with this poor behaviour it may result in a fixed term exclusion from the school. Of course, we hope that this will not be necessary.

Please talk to your child about their behaviour and the possible consequences of them making poor choices. A copy of this letter will be kept on record at school. If you would like to discuss this matter further please arrange an appointment through the school office.

Thank you for your support.

Yours sincerely,

Inclusion Lead/ Deputy Head