



Behaviour Policy

Reviewed January 2019

Next review: January 2021

1. Introduction

1.1 Statement of Intent

Good behaviour is essential 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 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 work with the school in helping their children to behave well.

Robert Blair has high expectation of children's behaviour. Our approach and ethos is closely linked to 'Habits of Mind' to support and develop our pupils to become lifelong learners equipped with the skills, attitudes and dispositions to engage successfully with their learning.

'Habits of Mind' are an encapsulation of attitudes and dispositions towards learning and underpin the deeper moral values of the school to support independence in learning. 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](#))

These are used as a common language to discussion behaviours attitudes and dispositions across the school. E.g. The 'Habit of Mind' **Managing Impulsivity** would be referenced to help 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. Our school, using Habits of Mind provides this framework ensuring our children have opportunities to receive recognition, attention and appreciation from others, develop a positive image of themselves and increase their self-esteem and independence.

1.2 Objectives of this Policy

To ensure that:

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

2.0 ROUTINES (Expected behaviour)

The School has high expectations around learning behaviour. We have three school rules:

- **Be Ready**
- **Be Safe**
- **Be Mindful**

Our school rules encapsulate expected behaviours and are reviewed regularly with pupils, teachers and all school staff to ensure the development of appropriate attitudes and dispositions towards learning. We aim to provide a climate of reflection and continuous improvement.

For example, expectations at the start of the year the school rules are discussed and broken into expected actions within phases and/or year groups: ([Appendix two: Expected behaviours](#))

3.0 PROCEDURES

3.1 Whole School

- Adults in school are the role models for all children and are therefore expected to set an appropriate example at all times.
- Adults are expected to:
 - Interact professionally with children, parents, visitors and other colleagues at all times. The way verbal and non-verbal communication with everyone 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.
 - Calm situations down; where possible avoid threats, ultimatums and confrontations.
- Make time to listen and provide sensitive and considered 'pastoral' advice when required to do so in a timely, efficient and effective manner.
- Dress professionally and appropriately.
- Adhere to the staff Code of Conduct.
- All staff have a duty of care to pupils which involves acting as a responsible parent would act in the circumstances (*loco parentis*).
- All staff have a responsibility to expect and encourage positive behaviour in pupils and this can be done in a range of ways. The following strategies are used to support our 'Stay on green, growing green and gold behaviour' strategy:
 - ✓ Positive verbal comments and praise whilst acknowledging the reasons for it
 - ✓ Non-verbal signals
 - ✓ Explicitly acknowledgment of above expected work, behaviours, attitudes and dispositions
 - ✓ Behaviour charts in classes
 - ✓ Giving children responsibility and encouraging independence
 - ✓ Sharing positive aspects with others through class rewards, achievement assembly, certificates & rewards
 - ✓ Informing parents/carers of good work, positive attitudes or behaviour through 'Phone Home Days' & 'Well Done Postcards'
 - ✓ Visiting other classes and staff members to share good work across the school (including the premises manager, office staff, cross-phase & children's centre.
 - ✓ Sharing successes in the school newsletter

3.2 Classroom

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

By following the school behaviour system the class teacher will give a 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, when the behaviour improves they will be moved to green.

After further warnings and repeated behaviour the child will be moved to orange and have agreed time in another class (usually within their phase) with work to complete. The class teacher is responsible for completing an Orange letter ([Appendix 3](#)), informing their phase leader 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 in-class behaviour rewards which fall in line with the whole school approach to behaviour management.

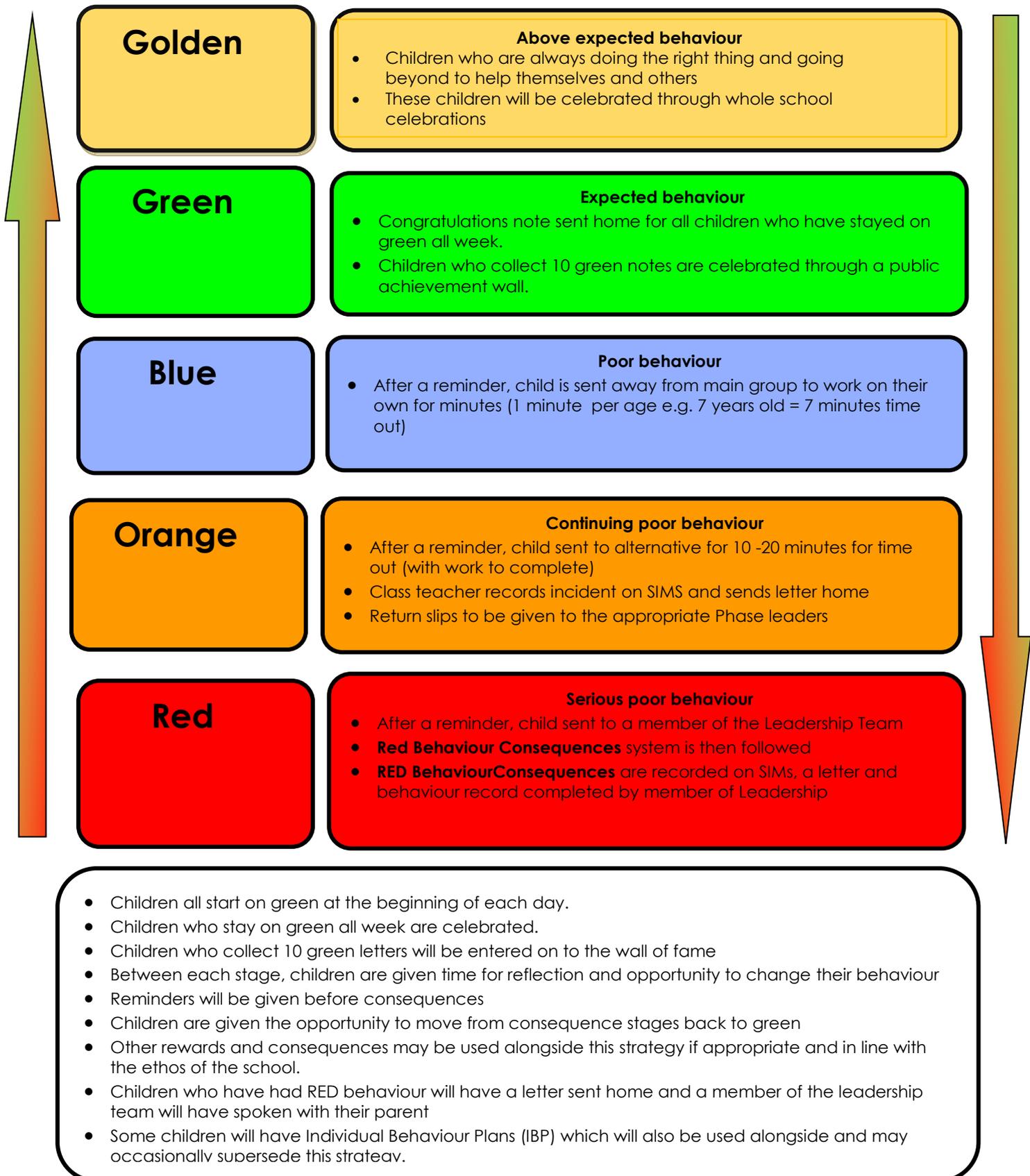
Where behavioural issues reach a level that they cannot be managed within the classroom the matter should be referred to the phase leader, who will intervene in order to find a solution to the problems and take appropriate action. It is essential that the class teacher and their phase leader have a shared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

It is therefore vital that:

- a) There is a discussion between the class teacher and their phase leader about what has happened, **or**
- b) A note is sent with the child 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*)



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 blue and orange 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 **unmanageable**. 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 finding themselves on red 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.

Repeated exclusions may ultimately lead to permanent exclusion if the behaviour becomes a safeguarding concern or the child places themselves outside of the control of the school.

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 red behaviour consequence note is completed and sent 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 for the child to complete if there is more than 30 minutes of the lesson remaining.
- The leadership team member records the incident on SIMs in the child's individual Behaviour Management Record, complete and save a letter ([Appendix 4](#)) for the parent.

Red Behaviour Consequence 1.

- Child remains with leadership team member for the remainder of the lesson.
- Leadership team member calls parent/carers immediately to inform them what has happened and asks parent/carer to collect child from them at the end of the day.
- Child returns to the leadership team member at the end of the school day and the matter is discussed further with the parent/carer.

Red Behaviour Consequence 2.

- 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.

Red Behaviour Consequence 3.

- Child is put on internal exclusion at least for the remainder of the day if sent to leadership team member 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 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 in consultation with the class teacher and the leadership team member.
- The leadership team member calls parent/carer immediately to inform them what has happened and asks parent/carer to collect child from them 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.

Red Behaviour Consequence 4.

- This level of behaviour results in an exclusion. The duration of exclusion is determined by seriousness of incident; this is decided by the headteacher in consultation with the deputy headteacher, the leadership team member and the class teacher.
- On return to school parent/carer and child meet with a member of the senior leadership team, and the class teacher or leadership team member for a behaviour strategy meeting to ensure a successful reintegration into school.

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 aim is to ensure through engaging children in an exciting, stimulating curriculum, they will be motivated to learn rather and develop the attitudes and dispositions for success in the 21st century.

When children display challenging learning behaviours we endeavour to establish the root cause and deal with it accordingly. Rather than continuing to punish challenging or undesirable behaviour we need to seek ways in which the behaviour may be improved through our carefully planned curriculum. This may be through individual behaviour plans, differentiation and/or the use of behaviour targets.

3.5 Playground behaviour

When children fail to follow playtime expectations staff will follow the behaviour system. If expectations are not being met children will progress through the behaviour consequences.

When children repeatedly fail to follow playtime routines or if there is a serious incident 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 received warnings or progressed through the behaviour system during lunchtime or playtime.

Continuous poor behaviour at playtime will result in the use of strategies to support playground behaviour, e.g. Lunchtime club, separate playtimes, reduced times in the playground.

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 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 or year to date. They will also receive whole year behaviour information on their child's school report.

The school reports to governors each term an analysis of school behaviours; the number of orange, red and exclusions.

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 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.

Related policies: [Anti-bullying Policy](#)
 [Child Protection Policy](#)
 [Staff Code of Conduct](#)

Relevant Guidance: [Use of reasonable force guidance; DfE July 2013](#)

Robert Blair Children's Centre

Managing behaviour and teaching appropriate behaviour to children aged 0-3

- We never use any form of physical punishment
- We never threaten to use any form of physical punishment
- We avoid physically restraining children unless they, or another child, are at risk

Developmental considerations

'Normal' early development

We recognise that during the first three years of life children make immense emotional and social developmental progress. During this period, it is expected that what may sometimes be viewed as 'negative' or 'socially unacceptable' behaviour in older children is sometimes an indicator of developmental progress in children at this stage of life.

For example, when children begin to be aware of their particular needs or interests they are likely to have tantrums and become frustrated or forceful to meet their needs. This is particularly true when children have not yet developed sufficient language and communication skills to be able to use talk as a negotiating tool. Staff endeavour to discuss children's behaviour with their families keeping this principle firmly in mind.

Staff work in line with the Statutory Framework for the Early Years Foundation Stage and the underpinning principles detailed in the 'Development Matters' Document.

Development Matters can be downloaded here;

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Or see the 'Foundation Years' website

'A growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums' (Development Matters, 2012, p12)

- **Positive relationships**

We aim to teach children friendly, polite behaviour and how to build relationships with adults and children. This includes gradually teaching children the skills, attitudes and understanding they need to;

Be able to begin to share resources and attention and take turns

Begin to recognise other people's feelings and needs and start to respond accordingly

Begin to be able to follow boundaries and follow instructions given by adults

We do this by;

Consistent familiar daily routines

Modelling social and caring behaviour

Forming warm, close attachment relationships including using the Key Person approach

Offering children strategies to support their developing skills in negotiation and assertive behaviour

By maintaining consistent clear boundaries when a child's behaviour could hurt themselves, hurt others or damage resources

Through close relationships with families to foster a consistent approach

- **Unique child**

We recognise that all children have unique characteristics and that they will progress at different rates in different areas of development. Consequently we vary our expectations depending on the child's ability to respond. We recognise that supporting children to behave in a positive way also supports their developing sense of identity and self-esteem. This includes gradually teaching children to;

Become familiar with routines, helping children feel secure and able to predict what will happen

Become increasingly independent in their self-care

Develop and express particular interests, likes and dislikes

Feel positive about themselves and begin to be aware of their progress in attaining skills, knowledge and understanding

We do this by;

Fostering close relationships so that adults know individual children and families really well including via the Key Person system

Consider the needs and interests of individual children via weekly planning meetings

Sharing children's learning journeys with them and their family, celebrating their unique achievement

Positively celebrating children's individual cultural heritage and family circumstance and fostering a sense of the value of diversity (see also our statement on Fundamental British Values statement for Early Years)

Enabling Environments

We undertake to consistently provide learning environments indoors and outdoors that are stimulating and safe to explore. We plan the environment carefully to consider whether children will;

- have opportunities to gradually practice sharing and turn taking but won't be continually frustrated by scarcity of particular resources
- will be able to access resources easily and be realistically able to 'tidy up' and care for resources
- will have opportunities to stretch and develop their abilities including appropriately challenging opportunities to persist and develop self-regulation

We do this by;

Careful planning, reviewing and resourcing of the learning environment

Careful maintenance of the learning environment

Planning ways to enhance core provision via weekly meetings informed by ongoing assessment of children's needs and interests

Guiding principles

The underpinning principle is to keep children safe and gradually teach them appropriate learning and social behaviour through firm, clear, warm interactions and supportive relationships. We avoid adult behaviours that may intimidate or scare children.

We keep the child's age and developmental level in mind and use our professional judgement to adapt our approach accordingly.

For younger children distraction is an appropriate strategy to manage unwanted behaviour; for example if two children under two are tussling over a toy we might offer another toy or distract with something new.

As children get older we are more direct and explicit in managing their behaviour.

Intrinsic motivation

Our approach is to gradually teach children to develop self-regulation and a growing ability to manage their emotions and actions so that their motivation to behave positively is intrinsic. We avoid giving stickers or similar extrinsic rewards. We never use food as a reward or a punishment.

Modelled response

Children can benefit from learning phrases to support their conflict resolution independently. Mantras we use in the EYFS include: 'Stop, I don't like it!' (with a raised open palm sign) and 'Hands to yourself!' (With straight arms down to the sides) Adults frequently demonstrate this to assist good communication skills between the children and to embed positive behaviour expectations.

Saying sorry

Some older children may want to make amends in some way if they have hurt another child or damaged something of theirs. This can be encouraged however there is no reason to insist children to say sorry when they don't yet have an understanding of this and probably don't mean it.

'Help children to recognise when their actions hurt others. Be wary of expecting children to say sorry before they have a real understanding of what this means' (Development Matters, P13)

Positive Framing

Whenever possible we communicate to children what we do want them to do rather than focusing on what we don't want. This gives the child a chance to understand what is expected and do the right thing.

Examples;

'Remember we are always gentle with books' (rather than 'don't tear the book')

'I like the way (child's name) is sitting so nicely, fantastic!' (Rather than focusing on another child who isn't sitting ready) or more simply **'great sitting (child's name)!' with a big smile and thumbs up sign.**

'Remember we always look after the toys' (rather than 'don't throw the teddy')

General approach if directly teaching a child about a boundary

- Get to the child and get to their level (avoid calling out across a room unless there is an emergency)
- Have a serious expression (but not one that might frighten a child)
- Speak in a serious firm tone but at a normal volume (no raised voices unless there is an emergency)
- Use gesture to support understanding, for example holding up a hand indicating 'stop'
- Ensure you have the child's attention (eye contact, say the child's name)
- Use very simple, short phrases to help the child understand as clearly as possible
- Use known mantras e.g. 'stop, I don't like it when"

Examples of practice

Example 1; a child behaves in a way that may hurt themselves (in emergencies always act immediately to keep the child safe)

A child has climbed up somewhere that could potentially cause an accident

Adult (at child height, serious voice and expression, holds up hand, clear eye contact)

Adult; **'(Child's name) I need you to come down from there because it's not safe '**

Child refuses

Adult **'I can wait a moment for you to come down and then I'm going to lift you down'**

Child refuses/doesn't move

Adult **'I'm going to lift you down now' (and does so as gently as possible)**

'It's not safe up there, no climbing on...tables/high blocks/the wall'

Example 2; a child behaves in a way that may hurt another child

An adult will always check that the 'injured' child is ok before managing the other child's behaviour

Adult (at child height, serious voice and expression, holds up hand, clear eye contact).

Adult (models response to children) **'Stop! I don't like it.'** Adult invites 'injured' child to repeat the mantra to the offender: **'Stop, I don't like it!'**

Adult **'(Child's name), there's no pushing in nursery. No more pushing. Hands to yourself!'**

Child repeats the action

Adult **'(child's name) there's no pushing in nursery. No more pushing. If you push again you will have to come away and hold my hand'**

Child repeats the action

Adult **‘(child’s name) pushing needs to stop, I’m going to take your hand’** (takes hand and leads child away from the immediate area. The adult then stands (or sits) for a short time (a few seconds, to a 1 minute or up to 2 minutes maximum depending on the child’s age and level of understanding) with the child giving them as little attention as possible.

At the end of this ‘time out’ period the adult gets back to the child’s eye level, gently reinforces the rule and encourages them to return to play. The adult then looks for an opportunity to have a positive interaction with the child as soon as possible to reassure the child that their relationship remains warm and secure.

Adult **‘Now it’s time to go back to play, remember no pushing in nursery. Hands to yourself!’**

NB Some children may need to be comforted if they are upset by the adult disciplining them in this way. Adults should comfort distressed or anxious children with cuddles and reassuring words but not allow a child seeming unhappy to prevent them from gently but firmly following through with an appropriate consequence.

Working with Families to support emotional and social development

The 0-5 team endeavour to give families informal feedback on their child’s progress in all areas of development, including emotional and social development as often as possible, ideally daily. We also meet families once a term for a parent consultation and encourage families to arrange additional meetings if they need to.

If a child is presenting challenging behaviour we aim to discuss this with families as soon as possible bearing in mind reasonable expectations for this age group. We share strategies we use to support children’s development and aim to work in partnership with families to foster a consistent approach. If needed we may include strategies to manage behaviour as part of a short term plan to support a child’s development.

See also;

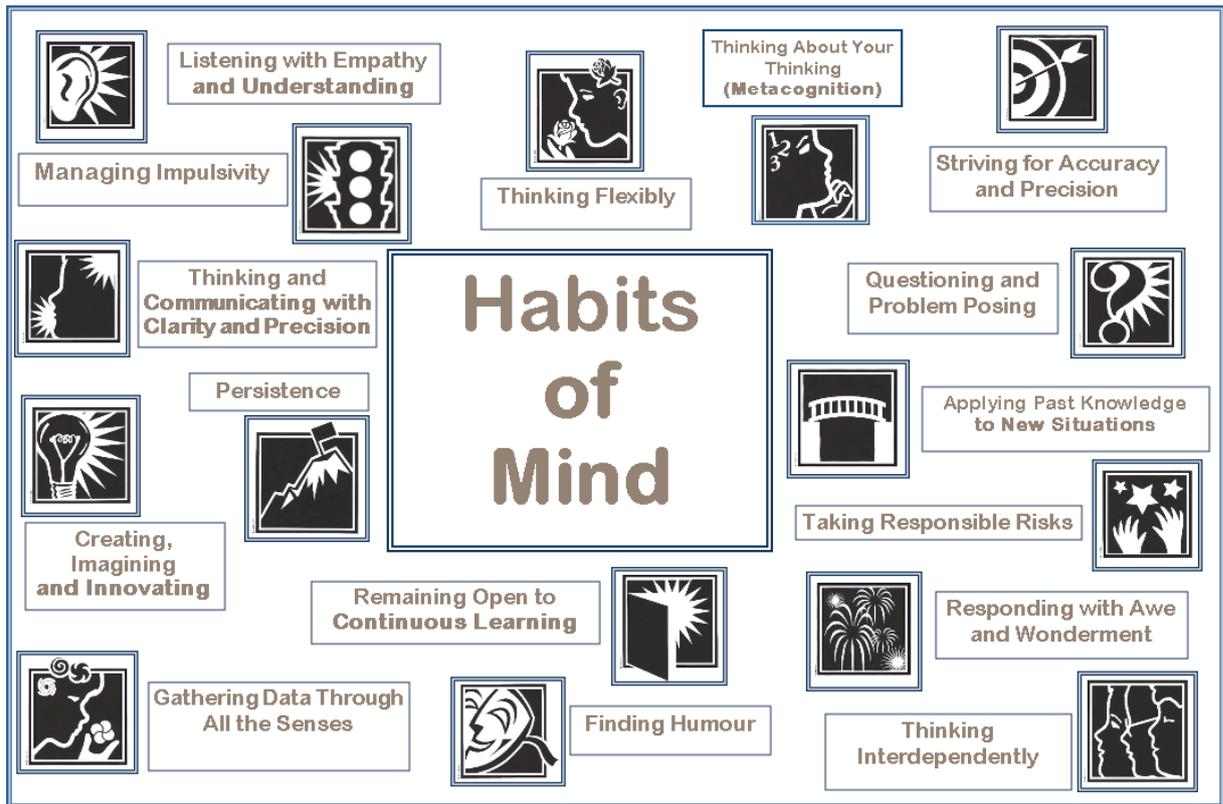
Children’s Centre Supply Information (induction document for temporary and new staff)

Curriculum statement on Fundamental British Values (EYFS)

Whole School Behaviour Policy

Child Protection Policy

Appendix 1: Habits of Mind



Appendix 2: Routines (Expected behaviours) example

Reception to Year 6

Put Learning First:

- We work hard and are dedicated to 'being the best that we can be'
- We follow instructions the first time they are given
- 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 respectfully
- 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 and share toys
- We think about our own and others' safety
- 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

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 Rules, which are:

Be Ready Be safe Be Mindful

_____ 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,

Phase Leader

✂ _____

Please complete the tear-off slip below and return it to your child's class teacher. 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 _____

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,

Leadership Team Member/Inclusion Lead/ Deputy Head