



Behaviour Policy

Reviewed: Autumn 2022

Presented to Curriculum Committee 28 Sept. 2022

Ratified at full Governors Meeting full Governors Meeting Governors 15 Nov. 2022

Next review: July 2023

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 understand 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.
 - ✓ Gold Coins given when pupils go above and beyond. Gold behaviour charts are monitored. Once a pupil has received over a certain amount of Gold Coins they are awarded different behaviour certificate according to the gold coins received.
 - ✓ 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 Cpoms.

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.

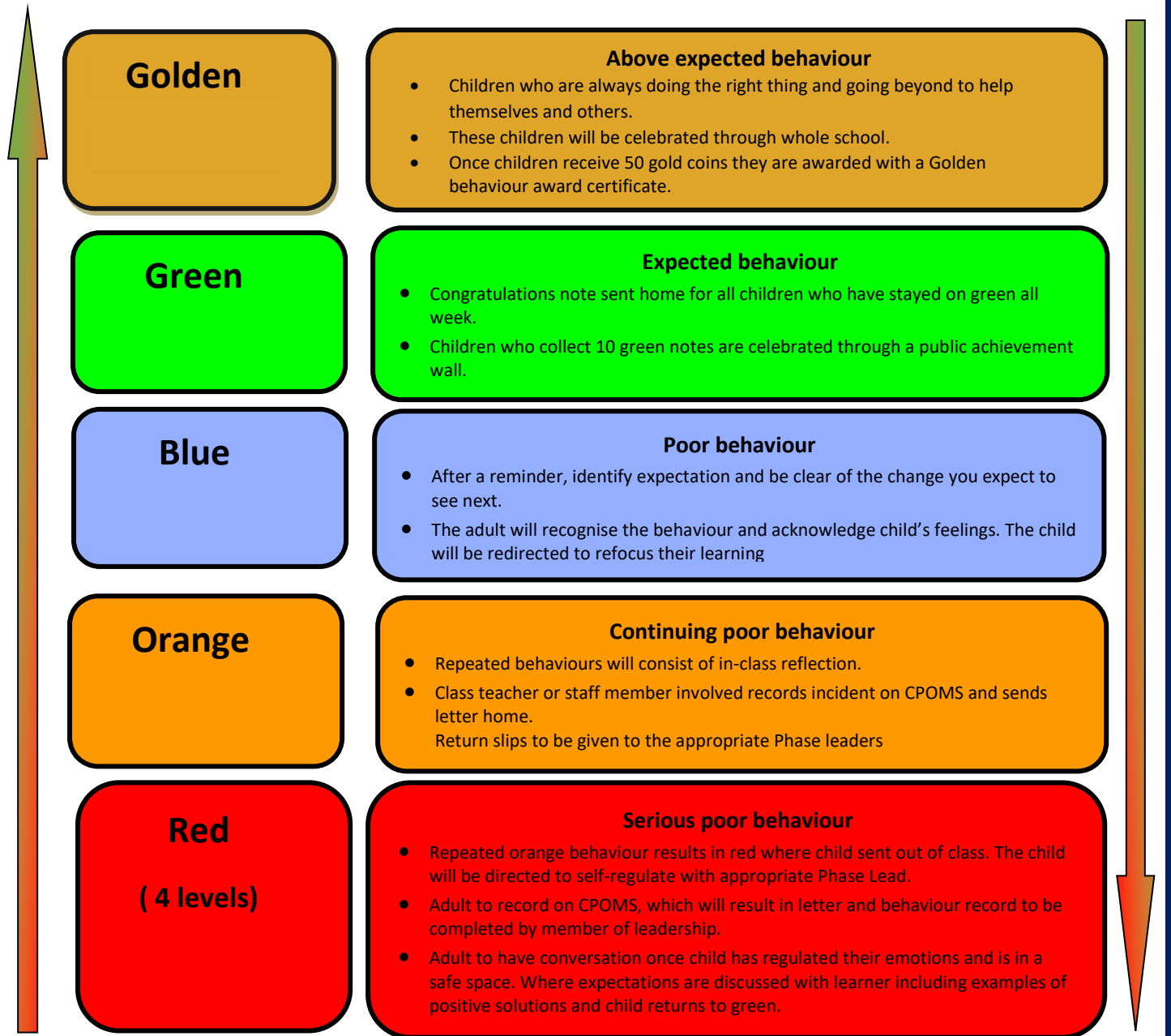
Where behavioural issues reach a level that they cannot be managed within the classroom the matter should be referred to the phase leader, who will intervene in order to find a solution to the problems and take appropriate action. It is essential that the class teacher and their phase leader have a shared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



- Children who are Golden receive a certificate and a letter home in celebration assembly.
- Children who receive 15 gold coins will receive a Bronze behaviour reward, 30 gold coins receive Silver behaviour reward and 50 gold coins receive a Golden behaviour reward.
- 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.
- Children to be given 'Well Done' postcards sent home weekly and phone calls home acknowledging extraordinary behaviours and achievements.
- 'Phone call Friday' where adults share good news or achievement with home.
- 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 may have Individual Behaviour Plans (IBP) which will be used alongside and occasionally supersede this strategy.
- Behaviours during flexi play or lunchtime to be dealt with by specific staff members involved on the playground.
- Children are encouraged to raise any issues, concerns or suggestions that relate to the wider school community with the school council, who then discusses this in the next meeting. The issues can then be addressed by the school's senior leadership team and all staff members.

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 or out of class which has caused them to by-pass blue and orange steps and jump straight to red;
- the class teachers and phase leader have been informed and the incident is deemed to be a red behaviour consequence.

A 'serious incident' means an **extreme verbal or physical assault towards a member of our 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 the 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 an 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 Cpoms 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 in consultation with the class teacher and the leadership team member as appropriate.
- 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 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. Eg Lunchtime club, separate playtimes, reduced times in the playground.

3.6 Recording and reporting

Orange and Red behaviour incidents will be recorded using Arbor if its linked to safeguarding issue it will be recorded on CPOMS on an individual's behaviour record. Class teachers or Phase Leads are responsible for completing the Orange and Red behaviour letters, the letters are sent to parents via Arbor email. The parent/carer needs to respond back to the letter by emailing a received response to Inclusion@robertblair.islington.sch.uk with the following statement.

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

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

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

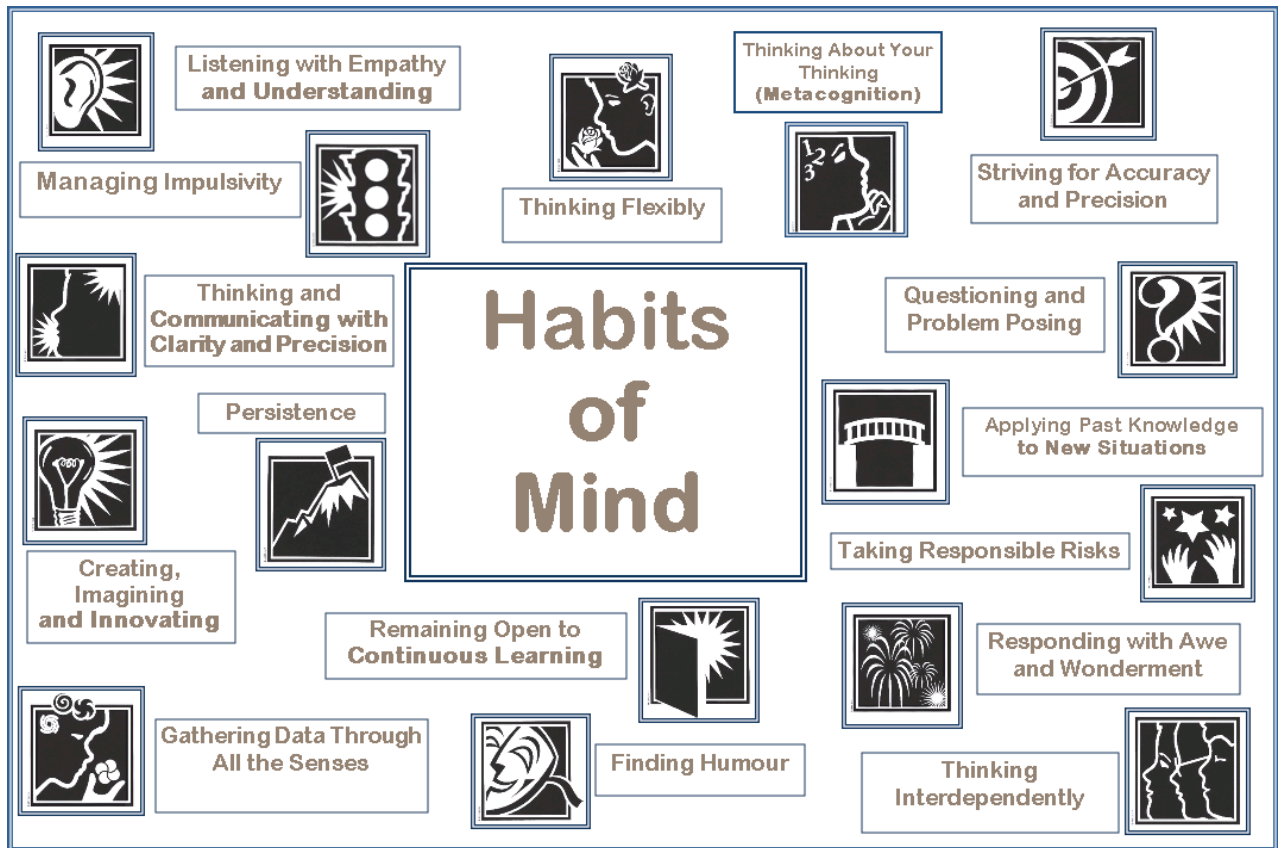
Behaviour Chart

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Appendix 1: Habits of Mind & example certificate





**ROBERT
BLAIR
SCHOOL**

Bronze Behaviour Award



Presented to

'15 Gold Coins received for above expected behaviours'

Signed

.....*Headteacher*

.....*Teacher*

Date

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 are kind and thoughtful to others and help when we can
- We treat others fairly and respectably
- We don't hurt others physically or emotionally
- 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 when we are inside
- We use gentle inside voices
- We all help tidy up and keep our equipment where it belongs

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

Appendix 3:

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 safe

Be mindful

Be ready

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

(Name of staff)

Appendix 4:

Robert Blair Primary School Behaviour Policy

RED Behaviour Letter

Date:

Dear Parent/Carer of

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 rules:

- Be ready
- Be safe
- Be mindful

_____ has been put on Red behaviour because _____

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,

Phase Lead

(Name of staff)