

Robert Blair School

Behaviour Policy

Reviewed: Autumn 2025

Present to Curriculum Committee Oct 2025

To be presented at Full Governing Body Meeting Oct 2025

Version No.	Date	Approved by	Review Frequency	Review Date
4	September 2025		2 Years	September 2027

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 expectations 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.

The Habits of Mind are embedded across the school and are used to support good behaviour for learning. They are shared and discussed with children regularly through class discussion and assemblies. The five Habits identified to support good behaviour directly are:

- Managing impulsivity
- Listening with Empathy and Understanding
- Thinking and Communicating with Clarity and Precision
- Taking Responsible Risks
- Persistence

The Habits of Mind provide a framework to ensure 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.

We have a trauma informed approach to behaviour management and understand the impact trauma can have on a child's experience, their presentation and their ability to self-regulate. Robert Blair School was part of the ITIPS (Islington Trauma Informed Practice) programme from September 2023 to July 2025. This includes using the Zones of Regulation as part of our behaviour management.

1.2 Objectives of this Policy

- To ensure children are able to maximise their learning in a safe and secure environment
- To ensure a consistent approach to behaviour throughout the whole school day
- To support staff in their management of good behaviour
- To develop independent learning behaviours where children take responsibility for their own learning
- To support children to behave in a socially appropriate way
- To ensure that families are central to the management of their child's behaviour

2.0 ROUTINES (Expected behaviour)

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

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

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. This includes the language of the school rules (Be Mindful, Be Ready, Be Safe) and the Zones of Regulation.
 - Understand the links between positive feedback, motivation and behaviour.
 - Praise in public, reprimand in private
 - Respond promptly and firmly with pupils who test the boundaries of acceptable behaviour.
 - Calm situations down with CALM strategies from ITIPS (see appendix)
 - Check in with pupils at different points in the day by referring to the Roads of Regulation to give pupils the opportunity to share their feelings
 - Make time to listen and provide sensitive and considered 'pastoral' advice when required 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:
 - ✓ Positive verbal comments and praise whilst acknowledging the reasons for it
 - ✓ Non-verbal signals
 - ✓ Explicit 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
 - ✓ 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 consistent application of the school behaviour system that extends across playtimes and lunchtimes is vital (see 3.3).

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 there is a discussion between the class teacher and their phase leader about what has happened.

3.3 Whole School Behaviour System

We praise and reward children for good behaviour in a variety of ways:

- Appropriate individual class reward systems, as agreed between the class teacher and Pastoral and Welfare Lead at the beginning of the year.
- Weekly certificates presented at whole school assemblies
- Gold certificates, other awards will be awarded for consistent outstanding behaviours (see Whole Class Behaviour Chart)
- Every member of staff has 20 gold tokens to allocate to children each week to reward good behaviour, including learning behaviour

Class teachers are responsible for the behaviour management of their class and for supporting the good behaviour management of the wider school.

Houses

At Robert Blair, every child belongs to one of our four Houses: **Cally Bridge, Market Road, Clock Tower, and Paradise Park**. Our House system encourages healthy competition and gives children the chance to take part in whole-school and inter-house events and competitions.

Each House is led by a House Captain and Deputy House Captain, supported by staff House Leaders.

We celebrate House Points every week by announcing the Winning House of the Week in assembly. Points are collected throughout the year, and at the end of each half term, the House with the most points enjoys an extra playtime to celebrate their success.

At the end of the year, the House with the highest total wins the House Trophy.

During Sports Day, children compete as part of their Houses, working together as a team to try and claim the Sports Day Trophy.

3.4 The Whole Class Behaviour Chart

Each class must display their whole class behaviour chart. This will serve as a visual reminder, indicating which stage of the behaviour system each child is on. The green and gold are recorded on the visual weekly tracking grid that is displayed in the classrooms. Class teachers will keep a separate weekly tracking log for the orange and red cards. These are monitored by the Pastoral Team on a weekly basis. The number of gold, orange and red cards is included on the child's ROA (Record of Assessment) and End of Year Report.

Green Card

Each child's name will be on the chart and every child will **start on a green card at the start of each session** (session 1: start of the day, session 2: after morning play, session 3: after lunch). If a child has remained on green for the whole week, they will receive a green behaviour sticker at home time on a Friday.

Gold Card

The card on the behaviour chart is changed to gold.

When a child demonstrates exceptional behaviour, their green card is replaced with a gold card. These rewards are monitored by the class teacher. When a child gets 15, 30, 50 and 100 gold cards, their achievement is acknowledged in assembly with specific rewards:

15 - bronze certificate

30 - silver certificate

50 - gold certificate

100 - Head Teacher certificate and hot chocolate with the Head

There are consequences for inappropriate behaviour. After class teachers have implemented a range of behaviour strategies (for low level behaviour, one verbal warning should be given before a child's card is changed to blue), the following system will be employed. These are displayed on the Whole Class Behaviour Chart and serve as a visual reminder to children.

Blue Warning

The card on the behaviour chart is changed to blue.

After a clear warning, the child's name can be placed on blue. It is expected that the child will improve their behaviour; when the behaviour improves, they will be moved **back to green**.

Orange Warning

The card on the behaviour chart is changed to orange.

When a child receives an orange warning, they are sent to the reflection table for a fixed period of time. During this period, they will reflect on their behaviour choices.

The class teacher is responsible for informing the parents of the orange behaviour either face to face or with a phone call on the day. The behaviour incidents also need to be logged on ARBOR informing their phase leader.

Red Warning

The card on the behaviour chart is moved to red.

When a child receives a red warning, a red behaviour reporting form is completed and given to the Pastoral and Welfare Lead. The child should remain in class unless their behaviour is unsafe or disruptive. In these cases, the child should be sent to the Pastoral and Welfare Lead.

The sanction for a red warning is a meeting with a member of the Senior/Leadership team for a restorative conversation during lunchtime. These reflection sessions will be run by the Pastoral and Welfare Lead twice a week (Tuesday and Thursday). Parents are informed of the red sanction by phone call and email. The Pastoral Lead will issue the red letters and record the behaviour on ARBOR and CPOMS where appropriate, and may contact the parents to discuss the behaviour issues in greater detail.

Behaviours which are of a serious nature may go straight to a red warning. A red letter will be issued and the parents will be contacted.

If a child receives two red letters within a week, they will have an internal suspension the following day. Some significant behaviours may go straight to internal suspension sanction. This sanction is decided by the Pastoral and Welfare Team.

If a child receives three red letters in one half term, a letter will be sent to parents/carers to arrange a meeting with the Pastoral and Welfare Lead.

Internal Suspension

An internal suspension means that the child will work separately from their class for the day. It may not be appropriate for the child to attend any extended day provision on that day - this will be decided and parents will be informed by the Pastoral Lead. The child will be met by the Pastoral Lead and settled into a different class. Work will be provided by the class teacher. They will have opportunities for break outside during the day, but this will be separate from their class and supervised by an appropriate member of staff. Half of lunchtime will be a period of reflection where they will be supervised by the Pastoral Lead or a Senior Leader. The child will return to usual lunch break at 12:40. For very young children, this sanction is tailored relative to the age and stage of the child.

Any further sanctions that may be required, including the child being placed on report card or a behaviour plan, will be decided by the Pastoral Lead. Serious behaviours will result in intervention by the Head of School. If this occurs, parents will be notified and a meeting requested.

External Suspension

Serious behaviour incidents may require periods of suspension from the school and significant liaison with outside agencies. These will be in line with the protocols and policies of the local authority and reflect statutory guidance from the DfE.

Children with Special Educational Needs and Disabilities (SEND)

At Robert Blair primary school all children are expected to follow the school's behaviour policy, just like their peers. However, it is recognised that some children may need additional support to meet these expectations. Individual needs are always taken into account, and where appropriate, personalised behaviour plans are put in place to help children succeed. These plans are designed in partnership with staff, parents, and relevant professionals to ensure that strategies are appropriate, consistent, and supportive. While the overall aim is for all pupils to develop positive behaviour and social skills, flexibility and understanding are essential in recognising the diverse needs of our SEND pupils within a fair and inclusive approach

EYFS

In the Early Years Foundation Stage, we introduce the Good to be Green card system using the green, orange and gold cards. A blue card is introduced in Reception. We use these rules to support children in understanding their behaviour and managing this independently in their play:

- We stop and think
- We are kind and gentle
- We listen carefully

- We work together
- We share and take turns

An orange card would be used as a result of any physical behaviours (eg biting, hitting or kicking). The child is supported to calm down if necessary and reflection time with familiar adults supports their ability to understand the behaviour and learn how to manage it next time. The card is reset to green to give the child the opportunity to start again.

Any physical behaviours are recorded on CPOMS and discussed with parents. The behaviour is monitored to ensure any patterns can be identified, to reduce and pre-empt behaviours.

Under 3's provision

The named person responsible for behaviour management is the U3 phase lead, Folami Ashade, and Head of School, Sara Liney. Adults working in the setting will always emphasise positive behaviour and model and celebrate achievements including "good sharing" and "taking turns."

Any physical behaviours are recorded on CPOMS and discussed with parents. The behaviour is monitored to ensure any patterns can be identified, to reduce and pre-empt behaviours.

3.5 Curriculum

Our cross-curricular themes were introduced to meet the aims of the school in valuing every child's strength, developing key skills of curiosity, creativity, motivation and independence. Our aim is to ensure children engage in an exciting, stimulating curriculum, they will be motivated to learn 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 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.

3.6 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.

3.7 Recording and reporting

The Pastoral Lead will be responsible for recording and reporting incidents. Red behaviour incidents will be recorded using Arbor. In addition, if the incident is linked to safeguarding, the issue will be recorded on CPOMS on an individual's behaviour record. 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' . 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 about 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 suspension.

3.8 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 and CPOMS (how long, how many times and adults involved).

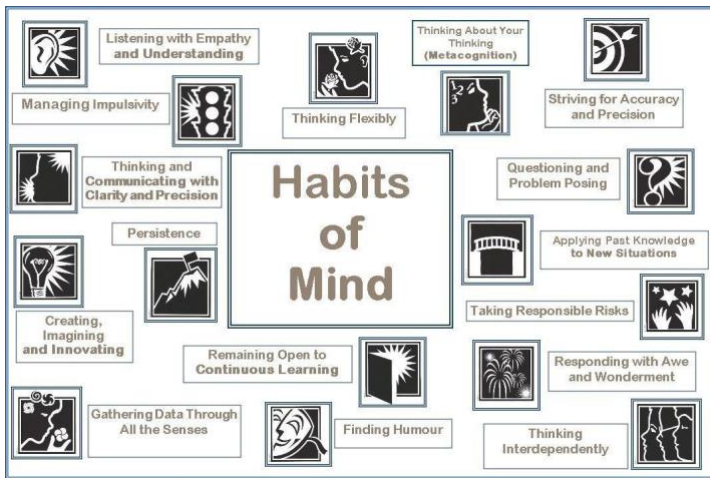
3.9 Training

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>

Appendix 1: Habits of Mind & example certificates



Trauma Informed CALM approach.

Building a culture of Trauma Informed Responses: Keep CALM

- Connect**
 - Tune in to the child's feelings and your own
- Acknowledge**
 - Validate the feeling and label them. Name it, to tame it!
- Limits (if necessary)**
 - Remind the child of acceptable/unacceptable behaviours
- Make a Plan**
 - Problem solving and finding solutions!

Red Behaviour Reporting Form

Id's name: _____ Class: _____ Form completed by: _____

By: _____

How serious? ☐ Not Serious ☐ Serious

now provide details of the red behaviour incident

Who was there/who was impacted by the incident

What date is the pupil in now?

Top 20% of the school?

☐ Yes ☐ No

Red Behaviour Reporting Form

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 respectfully
- 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