Robert Blair School

Behaviour Policy

Reviewed: Autumn 2026

Present to Curriculum Committee Oct 2026

To be presented at Full Governing Body Meeting Oct 2026

Version No.	Date	Approved by	Review Frequency	Review Date
5	September 2026		2 Years	September 2028

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 are rewarded in assemblies once a child has reached a certain amount of gold card/coin behaviours. It is the class teacher's responsibility to log and send the gold behaviour record to the Pastoral Lead at the end of each half term.
- Every member of staff has 20 gold tokens to allocate to children each week to reward good behaviour, including learning behaviour which can be collected from the staff room on a weekly basis.

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 gold behaviour rewards are recorded on the visual weekly tracking grid that is displayed in the classrooms. Class teachers will log **Orange** behaviours on ARBOR and fill out the relevant reporting form for **Red** behaviours. The Pastoral Lead or a member of SLT will record and log the Red behaviours on ARBOR. 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 morning and afternoon.**

Gold Card/Coins
The card on the behaviour chart is changed to gold and the child is physically given a gold coin.
When a child demonstrates exceptional behaviour, their green card is replaced with a gold card and the child is given a gold coin. 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

Inappropriate Behaviour

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 a **reflection area** for a fixed period of time to self regulate. During this period, they will reflect on their behaviour choices, filling out an orange reflection form, which will be followed up with a conversation with the adult dealing with the situation.

The adult responsible for dealing with the behaviour is therefore 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, Pastoral Lead and SLT.

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 necessary, reasonable and proportionate, where a child poses a risk of harm to themselves or others, or in other circumstances permitted by law. Children may need to be held or removed from a situation to keep themselves and others safe.

Staff are permitted to use reasonable force in accordance with the Department for Education's *Restrictive interventions, including the use of reasonable force, in schools* (April 2026) guidance.

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.

Where physical restraint is necessary, staff will use safe and appropriate techniques, including recommended holds where staff have received relevant training.

Staff should use a range of preventative and de-escalation strategies before physically restraining a child, wherever it is safe and practicable to do so. Physical restraint should always be a last resort.

Any incident involving physical restraint must be recorded as soon as practicable in the child's behaviour management records and CPOMS. Records should include the circumstances, reasons for the intervention, duration, number of interventions, staff involved and any injuries sustained.

Parents/carers must be informed of significant incidents involving the use of force and incidents of restraint or seclusion as soon as practicable, in accordance with statutory requirements, unless doing so would be likely to result in significant harm to the child. Where notification to all parents would present this risk, the relevant local authority must be informed.

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 April 2026 Use of reasonable force in schools - GOV.UK

4.0 Mobile phone use

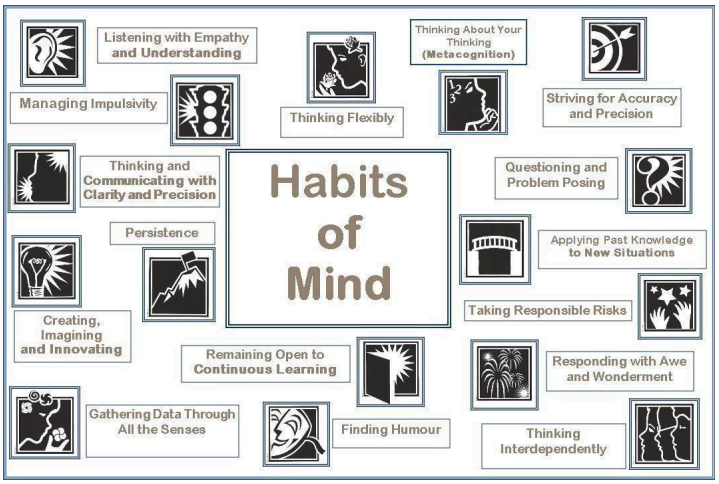
In accordance with *Keeping Children Safe in Education (2026)* and the Department for Education's *Mobile phones in schools (2026)* statutory guidance, Robert Blair School is a mobile phone-free environment.

Pupils are not permitted to use mobile phones or similar personal smart devices during the school day, including lessons, breaktimes and lunchtimes.

Any mobile phones brought into school must be switched off and stored securely in accordance with school procedures. Where necessary, reasonable adjustments or exceptions will be considered for pupils with medical needs, disabilities or other exceptional circumstances.

Unauthorised use of mobile phones will be managed in accordance with the school's Behaviour Policy, including confiscation where appropriate.

Appendix 1: Habits of Mind & example certificates

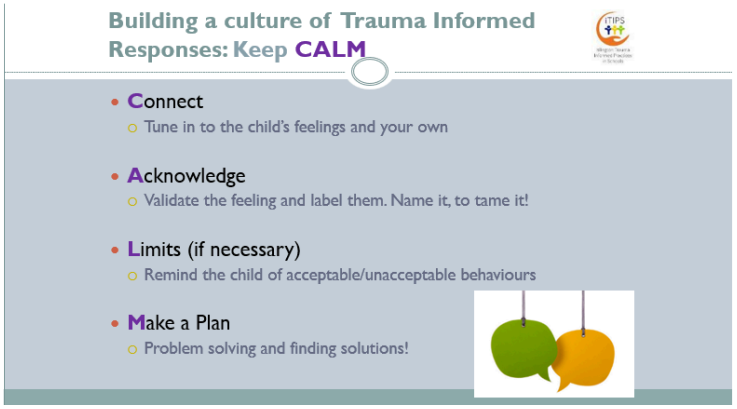








Trauma Informed CALM approach.





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 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: Behaviour examples

The examples below are intended to support consistent staff decision-making and should be used alongside the Behaviour Policy.

🔵 BLUE
The card on the behaviour chart is changed to Blue following a clear warning.

Examples may include:

• Calling out
• Talking over adults or peers
• Low-level disruption
• Off-task behaviour
• Not listening to instructions
• Distracting others from learning
• Not completing work after reminders
• Minor inappropriate comments
• Running indoors
• leaving seat without permission
• Poor playground choices following reminders

Staff response:

✓ Allow opportunity to improve.
✓ Return to Green when behaviour improves.

Remember: Blue is designed to be a warning and an opportunity for behaviour to improve.

🟠 ORANGE WARNING
The card on the behaviour chart is changed to Orange.

Examples may include:

• Repeated Blue behaviour
• Persistent refusal to follow instructions
• Continued disruption to learning
• Deliberately ignoring adult direction
• Walking away from staff
• inappropriate language
• unsafe behaviour
• Disrespect towards adults or peers
• Refusal to engage with learning after support has been offered
• Playground behaviour that continues despite intervention

Staff response:
✓ Behaviour reflection.
✓ Parent informed the same day.
✓ Incident logged on Arbor.

Remember: Orange behaviour must be recorded on Arbor.

🔴 RED
The card on the behaviour chart is changed to Red.

Examples may include:

• Racist language
• Discriminatory language
• Swearing
• Physical aggression
• Fighting
• Deliberately hurting another child
• Bullying
• Serious defiance
• Serious verbal abuse
• Significant disruption preventing learning
• Throwing objects with intent to harm
• Deliberate damage to property
• Leaving a classroom or area when unsafe to do so
• Any behaviour placing themselves or others at risk
• Serious incidents requiring immediate leadership involvement

This included incidents online

Staff response:

✓ Complete Red behaviour process.
✓ Inform Pastoral Manager.
✓ Assign incident to Atradies.
✓ Do not upload to CPOMS without assigning to Atradies.
✓ Parents informed.
✓ Restorative conversation completed during Lunch time reflection.

Remember: Some serious behaviours may move directly to Red without progressing through Blue or Orange.

PROFESSIONAL JUDGEMENT

Not every incident will fit neatly into a category. Staff should consider:

- Frequency
- Severity
- Impact on learning
- Safety of pupils and staff
- Previous interventions use

Where staff are unsure, seek guidance from SLT