



Bishop John Robinson
Church of England Primary School

Behaviour Policy

Be the best we can;

Join in Learning, Play and Prayer;

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 9:16



The Diocese of
Southwark



Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers to best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).



ETHOS: The Positive Behaviour Policy at Bishop John Robinson is a statement of good practice that covers all aspects of our school and contributes to the development and maintenance of good behaviour and a positive relationship based on our core values of **Trust, Compassion** and **Forgiveness**. All members of the school are expected to maintain an atmosphere conducive to learning with courtesy and mutual respect as basic requirements.

AIMS of the policy

- ✓ To help provide a nurturing school environment in order to facilitate effective learning, teaching and play based on mutual respect and positive relationships
- ✓ To implement recommendations from the EEF Guidance report 'Improving Behaviour in Schools' (2019)
- ✓ To support staff to promote positive behaviour and give guidance for managing behaviour
- ✓ To reflect the Vision and Christian values set out in the mission statement
- ✓ To encourage positive approaches to Social, Emotional and Mental health (SEMH)
- ✓ To encourage adherence to the 6 principles of nurture

Christian Values: As a Church School we promote Christian Values as a way of supporting behaviour. Children are rewarded for overtly displaying these values. Adult conversations around behaviour should - where possible – reflect the Christian Values of the school. For example, talking about FORGIVENESS when children are in conflict.

6 Principles of Nurture: Alongside our Christian Values are the following principles of nurture on which this behaviour policy is based.

1. Children's learning is understood developmentally.	2. Language is understood as a vital means of communication.
3. The classroom/school offers a safe base.	4. All behaviour is communication.
5. Nurture is important for the development of self-esteem.	6. Transitions are significant in the lives of children.

Education Endowment Foundation (EEF): Improving Behaviour in Schools: This policy has also been developed alongside this report which gives 6 recommendations;

1. Know and understand your pupils and their influences	2. Use simple approaches as part of your regular routine
3. Teach learning behaviours alongside managing behaviour	4. Use targeted approaches to meet the needs of individuals in your school
5. Use classroom management strategies to support good classroom behaviour	6. Consistency is key

Related School Policies:

SEN Policy	Safeguarding Policy	Collective worship Policy
Anti-Bullying Policy	Health and Safety Policy	Positive Approaches for SEMH
PSHE policy	Relationships Education Policy	Physical Contact Policy

Related Legislation

SEND Code of Practice (2015)	Equality Act (2010)	Behaviour and Discipline in Schools (2016)
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Whole school- graduated approach to SEMH and positive behaviour in school: At BJR, we aim to support children's behavioural needs in a similar way in which we support their learning needs. Not all behaviour is a matter of choice. Adverse Childhood Experiences (ACEs), developmental and environmental factors and other risk factors can affect children's ability to concentrate at school for short or longer periods of time. These may include:

Lack of sleep/food	Housing issues	Parental/family difficulties
Attachment problems	Social/friendship issues	Emotional responses
Bullying	Poverty	Undiagnosed social/communication difficulties
Heat/cold	Noise	Bereavement or separation

'Risk factors' affecting mental health in schools outlined in the EEF report include;

Bullying	Discrimination	Breakdown in or lack of friendships
Peer influences	Peer pressure	Poor pupil to teacher/staff relationships

If '**all behaviour is communication**' then, potential contributing factors toward behaviour should be investigated and taken into account if children display behaviour difficulties. This was developed with reference to the SEM Pathway found in the appendices of Positive Approaches for SEMH (RBG 2019).

Stage	Who	What
1	Majority of children who manage in mainstream classroom with the school behaviour policy.	Quality First Teaching. Creative and Innovative curriculum. Safe relationships. Regular PSHE and relationships education. Fair and consistent approach to behaviour including rewards and consequences. Well-resourced playtimes.
2	Some children who manage in mainstream classroom with the school behaviour policy e.g. report card.	Good home-school links. Regular monitoring in class, early intervention (Assess – Plan – Do), positive reinforcement of behaviour policy with natural consequences and achievable goals.
3	Small number of children who manage in mainstream class, but who need extra support.	Regular SEMH short-burst interventions with clear targets communicated to child and parents. Additional playground support/restriction where needed. Identification of needs through Strengths and Difficulties questionnaire or Boxall Profile.
4	Small number of children who manage in mainstream class, but who need a higher level of extra support.	As Stage 3 and/or Referral to outside agency: Waterside outreach/ PSP/EHA/EP/CAMHs/ Community Paediatrics/Speech and Language/KPLC/EHCP to prevent further behaviour difficulties.
5	Very small number of children who do not manage in mainstream class.	As above. Individual Behaviour Plans agreed with parents and RBG.

Golden Behaviour Rules

At Bishop John Robinson we encourage everyone to try to follow our Golden Behaviour Rules:

- We try our best
- We are good sports
- We are honest
- We treat everyone as we would want to be treated
- We keep our hands, feet and objects to ourselves and only use kind words

Rule	Reason
Try your best	This links to the vision for children to be the Best they can in order to have best possible start in life and to make the most of the gifts God has given. This means trying your best in ALL aspects of school life.
Be a good sport	This links to the school vision for children to 'join in learning, and play' which is essential for everyone's social and emotional development. Being a 'good sport' means children are encouraged to play and learn with a sense of fairness, justice and humility.
Be honest	This links to the school vision 'Remember God's Word'. For example, 4:25 <i>'Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body.'</i> Children are encouraged to be honest to promote good relationships.
Treat everyone as you want to be treated	This golden rule is paraphrased directly from Matthew 7:12 and is repeated in most world religions.
Keep your hands, feet and objects to yourself and use kind words	To enable children to 'Treat everyone as you want to be treated' it is essential to help children understand physical boundaries. This rule also relates to how we teach children to resolve conflict.

Unacceptable behaviours

While staff aim to try to understand and support children having difficulty managing behaviour, there are a number of behaviours that, despite a child's circumstances, are unacceptable.

Unacceptable behaviours are those which cause harm to self, others or property. Unacceptable behaviours include:

- Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language)
- Violent behaviour (e.g. smashing, damaging or defacing objects, throwing objects)
- Emotional hurtful behaviour (e.g. insults, foul language, abusive language)
- Defiant or disruptive behaviour (e.g. refusal, shouting out, name calling, swearing)

Making everyone aware

This policy will be reviewed and shared with all staff on an annual basis through INSET and Staff training. Staff, volunteers and students joining the school midyear will be given a copy of this policy as part of induction. Each start of a new school year, children will be reminded of school rules in Collective Worship and in class through PSHE lessons. Extra Collective Worship or PSHE sessions on behaviour will also be added when needed.



Staff Behaviour: All staff have a responsibility for promoting and motivating positive behaviour in children through supportive relationships (EEF Recommendation 1). Strategies staff should be using to motivate positive behaviour include;

Staff should:	Do this by:
Develop good relationships with children	<ul style="list-style-type: none"> ● Give time to children <ul style="list-style-type: none"> ● Praise, Support, Feedback, Dialogue ● Listen to them and let them talk through problems ● Investigate incidents and let both sides have the opportunity to be heard ● Model positive play in the playground ● Engage and talk with children ● Show an interest in all children (especially 'shy and invisibles') ● Catch them being good and award Dojo points
Be a role model for behaviour	<ul style="list-style-type: none"> ● Dress smartly ● Use positive and direct language ● Keep calm ● Be polite and respectful ● Be fair and be seen to be fair
Involve children in helping each other	<ul style="list-style-type: none"> ● Support pupils to share feelings ● Support the play leaders in the playground ● Support student council (e.g. give time in class for this)
Show respect for students and expect respect from students	<ul style="list-style-type: none"> ● Insist on good manners ● Be consistent and do what you say (do NOT make idle promises or threats) ● If a child apologises, accept this in good faith and move on
Act in a calm manner	<ul style="list-style-type: none"> ● Model empathy ● Take children away from stressful situations or where people are watching ● Anticipate and prevent problems ● Use de-escalation techniques <ul style="list-style-type: none"> ● Offer options that can be fulfilled (Way to A) ● Try to reassure
Use positive language	<ul style="list-style-type: none"> ● Greet students - as they enter school, when you do the register, saying goodbye at the end of the day ● Use positive instructions ('Walking please' as opposed to Do not run) ● Use descriptive and genuine praise ● Ensure when dealing with behaviour you are addressing the behaviour not targeting the child ● Use individual, quiet close talk with a pupil when they need redirecting ● Use a raised voice strategically and sparingly ● Complement students

Communicate with parents	<ul style="list-style-type: none"> ● Keep parents informed of positive and negative behaviour on a regular basis ● Inform parents if a child has been sent out of a room or missed playtime ● Support use of strategies such as behaviour charts to encourage positive behaviour ● Find effective ways to communicate if parents are not regularly at school
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Teaching learning behaviours alongside managing misbehaviour. This recommendation from the EEF is actively facilitated at BJR in the following ways:

- Weekly Personal, Social, Health and Relationships lessons delivered through the **PATHS programme**
 - The **Collective Worship** programme (see above) related to Christian Values
 - **Resolving Conflict: TAG** Children are also encouraged to deal with conflict using the TAG acronym. If somebody does something you are not happy with you:
 - Tell them how you feel.
 - Ask them to stop doing it.
 - Get an adult to help.
 - **Expectation of behaviour at BJR;** each class should regularly review the 'Expectations of behaviour'. These should also be on display in classrooms and around the school.
 - **Good to be Green Scheme: The Good to be Green scheme provides:**
 - ✓ A consistent and fair approach to behaviour management;
 - ✓ A clear system to reward good behaviour and consequences for inappropriate behaviour;
 - ✓ A system that allows children to take ownership of their behaviour and their rewards.
- Good to be Green principles:**
- ✓ Each day is a new day.
 - ✓ Children know that there are consequences when making inappropriate behaviour choices.

REWARDS. The EEF recommend the use of classroom management strategies to support pupil behaviour. At BJR, we want children to be intrinsically motivated to achieve and also believe that children should be rewarded for following the Golden Rules. Children are rewarded with;

1. Dojo points (Using the online 'Class Dojo' resource)
2. Well Done Certificates
3. Additional Whole or part class playtimes
4. Dojo Space Celebration time
5. Head Teacher Awards
6. Head Teacher tea-party

Dojo Points

Pupils will be awarded Dojo Points on a daily basis for demonstrating our school rules and values:

Behaving well	Keeping hands feet and objects to themselves
Being honest	Staying on task (perseverance)
Being a good sport	Trying your best (Particularly good work)
Being helpful or kind	Demonstrating one of our school values
Completion of homework	Keeping hands feet and objects to themselves

At the beginning of the year, parents will be invited to log in to Class Dojo so that they can follow their child's behaviour.



Dojo points should be applied consistently across the school

- Any member of staff may award dojo points
- Children should be receiving dojo points regularly

Children collect Dojo points for the following rewards;

Dojo Avatar Collection

- Each class with a weekly positive percentage of 90% or higher will have an avatar added to the display in the school hall. Once all 50 pegs have been filled, every class will receive an extra 20-minute playtime.
- At the end of each half term, every pupil will be given a maximum of 100 minutes of free time for games, activities etc of their choosing. Their personal percentage of positive dojo points will be the number of minutes of choosing time they have. E.g. if a pupil has 87% positive dojo points, they will remain at their desk completing a task for 13 minutes, and then have 87 minutes of choosing time.

“Well Done” Certificates

- These are presented to a child for displaying behaviour consistent with the specific Christian Value for that month. The certificate will specify what is being recognised. These will be presented in our Friday Collective Worship
 - Teachers should complete these certificates by Friday lunch time

Sent to Head Teacher for Praise

- Staff wishing to reward children for particularly impressive pieces of work or effort may send the child, with the work, along to the Head or Senior Leadership Team. The work will be added to a display and the children will receive a sticker in recognition. A copy of the work will also be sent home.

Head Teacher’s Tea Party

- To reward those children who are regularly behaving well and trying hard, teachers will have the opportunity once per ½ term to nominate children to visit the Head or Deputy to celebrate their achievements.

Behaviour Consequences

At BJR we use the language of ‘consequence’ rather than ‘punishment’. Punishments are about making children suffer for their mistakes. Consequences focus on teaching children how to do better in the future. Our children have a right to expect natural, fair and consistently applied consequences for poor behaviour. An appropriate or natural consequence is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to ‘punish’ whole groups for the misdemeanours of a few. Any member of staff who witnesses poor behaviour has a duty to investigate the behaviour and to administer (and more importantly, follow up on) the appropriate consequence regardless. The staff member should inform the class teacher when this happens.

Before choosing a consequence, staff must consider whether or not good behaviour has been encouraged (see P5) AND that all stage 1 aspects are in place (P4).

Consequences for poor behaviour:

Consequences for unacceptable behaviour range from a verbal reminder, to missing playtime, having a detention before or after school through to fixed term and permanent exclusion. At all stages across



this spectrum, parents will be informed of their child's behaviour and the steps taken to sanction and improve their choices.

Monitoring of Behaviour: Early intervention: If staff notice regular patterns of poor behaviour in class, they should inform a member of the leadership team and monitor the behaviour for 2 weeks – recording incidents on CPOMS. This period should be discussed with the child and where possible, the reasons for the behaviour investigated (see P4). If this continues and begins to show a developing pattern, a meeting with parents and a member of the leadership team should be held to discuss further support for improving behaviour and prevent further behaviour difficulties.

- All red and yellow cards must be logged electronically using CPOMS
- Pupils behaviour will be monitored regularly by Phase Leaders
- **All staff have responsibility for monitoring consistent approach to behaviour and should report any inconsistencies to SLT**

Each Tier on the Behaviour Grid (page 9) shows possible sanctions for the different misdemeanours. This is not a prescriptive list, but can be adapted to suit the needs and age / stage of the child.

All Tier 3 or higher category offences and sanctions will be reported to parents via a Tier letter, sent electronically via parent mail. Any detentions will be arranged either by telephone or with 48 hours' notice.

Use of Physical force: Use of physical force should only be used in exceptional circumstances when a child is at risk of harming self or others. Staff will receive training in appropriate techniques to safely and positively move children where necessary. Use of 'holds' or 'restraint' should be logged in on CPOMS. Refer to the Physical Contact Policy for more information. It is unlawful for physical force to be used as a punishment or consequence for behaviour in school.

Behaviour management in the Early Years

- The Early Years have clear and consistent visual rules across both nursery and reception class, which have been formed both by staff members and the children.
- Children are praised for their efforts and achievements both verbally and through the use of positive incentives including stickers, reward charts and prizes.
- Time Outs can be used in the EYFS to give children time to calm, think and talk through their actions.
- All children will be encouraged to 'make things better' through apology / discussion / structured play.

Behaviour Consequences

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
<p>Minor disruptive or irritating, 'silly' behaviour.</p> <p>Not using school furniture or equipment appropriately.</p> <p>Behaviour which disrupts other's learning or play.</p> <p>Disruptive behaviour which prevents others listening, working or playing.</p> <p>General lack of concern for normal discipline and class rules.</p> <p>Moving around the classroom without permission.</p>	<p>Continued low level disruption</p> <p>Leaving the classroom without permission.</p> <p>Damaging other's property.</p> <p>Intimidating other children, either physically or emotionally.</p> <p>Using offensive language towards other children.</p> <p>Defiant behaviour towards staff.</p> <p>Physically hurting other children.</p> <p>Throwing of objects.</p> <p>Spitting.</p> <p>Refusal to work</p>	<p>Behaviour which shows disrespect to staff.</p> <p>Taking items without permission (either from staff or children).</p> <p>Bullying*, including cyber-bullying.</p> <p>Inappropriate sexual/intimate behaviour.</p> <p>Damaging school property.</p> <p>Vandalism.</p> <p>Causing another child physical harm.</p> <p>(* Bullying refers to behaviours which are deliberate, intentional <u>and</u> repeated.)</p>	<p>Repeated unacceptable behaviour</p> <p>Defiant behaviour towards Senior Leaders</p> <p>Bringing fireworks/bangers into school.</p> <p>Using offensive language towards adults in the school.</p> <p>Violent behaviour.</p> <p>Causing another child serious physical harm.</p> <p>Causing another child serious emotional abuse.</p> <p>Misrepresentation of the school online/through social media.</p>	<p>Extreme danger or violence</p> <p>Very serious/ persistent challenge to authority</p> <p>Dangerous/ physical abuse towards staff or pupils</p> <p>Hitting out at an adult.</p> <p>Defiant behaviour towards the Headteacher</p>
<p>ACTION:</p> <ul style="list-style-type: none"> - Verbal telling off. - Move seat in class. - Move to a specific place in classroom. - Miss all or part of a playtime. - Loss of Dojos 	<p>ACTION:</p> <ul style="list-style-type: none"> - Miss all or part of a playtime. - Miss all or part of a privilege - Discussion with parent. - Recorded on CPOMS - Other 	<p>ACTION:</p> <ul style="list-style-type: none"> - Parent informed by T3 letter. - Internal exclusion – ½ day in another class. - Lunchtime detention. - Possible suspension from offsite activity where relevant. - Behaviour Diary - Recorded on CPOMS - Other 	<p>ACTION:</p> <ul style="list-style-type: none"> - Parent informed by T4 letter. - After school detention. - Before school detention. - Suspension from all playtime and free time - Recorded on CPOMS - Other 	<p>ACTION:</p> <ul style="list-style-type: none"> - Parent informed by telephone where possible. - Parent invited to discuss appropriate support for child. - Isolation from peers on site. - Off-site isolation - Fixed Term Exclusion (FTE). - Repeated 5's - referral to Primary Referral Unit. - Permanent Exclusion (PE)



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Rewards

Green Behaviour
<p>Getting on well in class – following school and class rules, behaving well, being honest, being a good sport, being helpful or kind, being compassionate, being respectful Completion of homework and classwork</p> <p>Excellent piece of work (homework or classwork) Showing the Christian Value of the month, exemplary behaviour all day, whole class rewards for positive behaviour for learning, positive reports from visitors</p> <p>Excellent lining up and walking to class (individual and whole class rewards) Respectful attitudes and language towards all staff and visitors</p>
<p>Praise from teacher, class rewards, postcards, certificates Dojo Points* Sent to Head Teacher for praise and reward Class Certificate Headteacher Certificate Head Teacher tea party Extra playtime / class treat</p>

* Teachers to add class-relevant positive and negative skills onto Dojo to reward and sanction pupils for everyday classroom behaviour. Pupils displaying green category behaviour all day should be awarded dojos, as well as additional points for working hard, contributing to class discussions, presentation, handwriting, accuracy, politeness, manners, helping others, asking questions etc.

Additional Behavioural Support will include:

Identification and in-class support

- This early intervention/monitoring should be put in place when patterns of poor behaviour are noticed
- This should be discussed with the leadership team and the child 1st
- Records of dates and times of incidents should be accurately recorded
- At the end of the two-week period, the teacher, child and member of the leadership team should meet to plan how to improve behaviour in coming weeks

School Report

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- Typically, a weekly reward chart in which specific positive and negative behaviours are identified and responded to
- Clear rewards and sanctions will be discussed with the child and often with the class teacher and parent
- The child will typically report to a member of SLT to receive feedback on their behaviour (eg in that session)
- Typically, parents will be invited into school to discuss and monitor behaviour
- Rewards and consequences at home may also be discussed
- A Boxall profile or similar analytical tool may be used to help find causes of behaviour and possible supportive strategies

PBP (Personal Behaviour Plan)

- With the support of external agencies (e.g. SEN, Waterside, EP, SALT) a plan is established which attempts to identify triggers, proactive strategies and reactive strategies (e.g. team teach) in managing and changing behaviours
- The school SENCO is typically involved in PBP and is a working document which should be reviewed regularly
- See example in the appendices

In school interventions

- This will involve the pupil working 1-1 or in groups on a specified behaviour intervention support programme

Referral to Waterside Outreach

- This involves external behavioural specialists coming in to school to set targets and work with the pupils once or twice a week for a fixed period of time

PSP (Pastoral Support Plan)

- This involves support from the Local Authority in setting small and achievable targets
- Typically, the LA will meet with the parent and any other professionals involved
- The school SENCO will typically lead on the PSP

In addition to this, the following may be considered:

- **TAC (Team Around the Child)**. A TAC will be called when it is deemed necessary to bring multiple professionals involved with child together to discuss the needs of a child. Professionals typically involved in a TAC are; EP, School Nurse (must be invited to all TACs), SALT, ASD outreach, Waterside Outreach, CAMHS, Parents, Class teacher
- **Boxall Profile** for individuals, groups or whole classes

EHA (Early Help Assessment)

- An Early Help assessment will be made when concerns are raised about family circumstances outside of school which would not meet the threshold for social services involvement
- These are made with parental agreement
- These can signpost parents to various supportive services

SEN code of Practice

If it is identified (including diagnosis or professional referral) that the child's behaviour is a result of Special Educational Needs, then the SEN code of practice will be taken into consideration alongside this policy. The school has a statutory duty to meet the needs all pupils. This need may be met in-class or through direct and specific intervention.

Internal, fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. In particular, when a child's actions put themselves or others at risk of harm. Only the head teacher has the authority to exclude a child from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The head teacher informs the LEA and the governing body about any exclusion. **More about exclusions can be found in the appendices.**

Internal exclusion	See the behaviour grid on page 9. The length and location of these should be discussed with SLT.
External fixed term exclusion	Used as a last resort following support offered from Tier 1-5 and internal exclusions. Purpose of external exclusions to evaluate provision for the child. The child will be given work to complete and the parent may contact the class teacher if needed. While out of school, senior leaders will work with outside agencies to consider further support which will be discussed at an integration meeting following the exclusion. Parents will also be offered support from school or outside agencies e.g. Early Help. External exclusions may be 1 day or several days depending on the behaviour. After the 6 th day (within the year) the child must attend the 6-day provision at Waterside.
Fair Access Panel	If the needs of the child are not being met by the school, a referral to the Fair Access Panel may be considered. This may be for additional inclusion support, time at the Kidbrooke Park Learning Centre (KPLC) or a managed move to another school.
Permanent exclusion	It is very rare for a primary aged child to be permanently excluded from school especially in Greenwich. Staff at BJR are committed to avoid this, however, if children continue to display aggressive, violent or defiant behaviour towards staff, permanent exclusion may be a necessary step to safeguard the staff and pupils within the school.

Pupil Voice - School Council:

Playground and classroom behaviour will be a regular agenda item for the School Council who will share the views of children to help improve behaviour and raise problems should they occur. School council will also be invited into decision making processes regarding rewards and sanctions. School council will report to their classes and to the whole school through collective worship.



Appendix 1: Red card notification letters



Bishop John Robinson

Church of England Primary School

Tier 3 Notification Letter

Date: Tuesday, 05 September 2023

Dear Parent / Carer of _____

At Bishop John Robinson, we expect the highest standards of behaviour from all our children. It is with regret that I inform you that your child received a Red Card for behaviour today, which has been categorised as Tier 3.

As part of our behaviour policy, all children start the day on a Green Card and continue to stay on green while they are following the school's Golden Rules:

- Try your best
- Be a good sport
- Be honest
- Treat everyone equally and respectfully
- Keep hands, feet and objects to yourself and use kind words

We encourage children to make appropriate choices about their behaviour. Good choices always lead to praise and rewards, however bad choices have consequences. The more dangerous or damaging the behaviour, the more serious the sanction.

On this occasion, [pupil] _____

The consequence and sanction on this occasion will be:

- Internal exclusion – pupil sent with work to another class to complete.
- 20 minute Lunchtime detention
- Introduction of a daily Behaviour Diary

This behaviour and sanction will be recorded on pupil's school record, which may be passed on to future schools and outside agencies, where appropriate.

Kindly discuss this matter with your child in order to help them make better choices in the future. If you wish to discuss this with me further, please make an appointment via the school office. At Bishop John Robinson, we value forgiveness and begin each day anew. However, more behaviour of this kind may lead to further consequences, including possible suspension from future offsite activities.

Kind regards

Member of Staff

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Bishop John Robinson

Church of England Primary School

Tier 4 Notification Letter

Date: Tuesday, 05 September 2023

Dear Parent / Carer of _____

At Bishop John Robinson, we expect the highest standards of behaviour from all our children. It is with regret that I inform you that your child received a Red Card for behaviour today, which has been categorised as Tier 4.

As part of our behaviour policy, all children start the day on a Green Card and continue to stay on green while they are following the school's Golden Rules:

- Try your best
- Be a good sport
- Be honest
- Treat everyone equally and respectfully
- Keep hands, feet and objects to yourself and use kind words

We encourage children to make appropriate choices about their behaviour. Good choices always lead to praise and rewards, however bad choices have consequences. The more dangerous or damaging the behaviour, the more serious the sanction.

On this occasion, [pupil] _____

The consequence and sanction on this occasion will be:

- After school detention from _____ until _____ on ____/____/____. Please ensure you arrange for your child to be collected from school at this time. They will not be permitted to walk home unaccompanied.

- Before school detention from _____ until _____ on ____/____/____.

- Suspension from all playtime and free time for _____ days.

This behaviour and sanction will be recorded on pupil's school record, which may be passed on to future schools and outside agencies, where appropriate.

Kindly discuss this matter with your child in order to help them make better choices in the future. If you wish to discuss this with me further, please make an appointment via the school office. At Bishop John Robinson, we value forgiveness and begin each day anew. However, more behaviour of this kind may lead to further consequences.

Kind regards

Member of Staff

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Bishop John Robinson

Church of England Primary School

Tier 5 Notification Letter

Date: Tuesday, 05 September 2023

Dear Parent / Carer of _____

At Bishop John Robinson, we expect the highest standards of behaviour from all our children. It is with regret that I inform you that your child received a Red Card for behaviour today, which has been categorised as Tier 5. As part of our behaviour policy, all children start the day on a Green Card and continue to stay on green while they are following the school's Golden Rules:

- Try your best
- Be honest
- Treat everyone equally and respectfully
- Keep hands, feet and objects to yourself and use kind words

We encourage children to make appropriate choices about their behaviour. Good choices always lead to praise and rewards, however bad choices have consequences. The more dangerous or damaging the behaviour, the more serious the sanction.

On this occasion, [pupil] _____

As discussed with you on the telephone, the consequence and sanction on this occasion will be:

- Isolation from peers on site with a member of the senior leadership team.
- Off site isolation
- Fixed term exclusion*

This behaviour and sanction will be recorded on pupil's school record, which may be passed on to future schools and outside agencies, where appropriate.

It is imperative that you discuss this matter with your child in order to help them make better choices in the future. At Bishop John Robinson, we value forgiveness and begin each day anew. However, further behaviour displayed at Tier 5 may result in a referral to the Primary Referral Unit and a longer Fixed Term Exclusion.

A reintegration meeting has been arranged for 9:00am on ____/____/____. Your child will not be able to come onto the school site until this meeting is held. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. If you wish to discuss this with me further, please make an appointment via the school office.

Yours sincerely,

"Jesus is the Anchor of my Soul." Hebrews 9:16



Mr M Harris - Headteacher





Bishop John Robinson

Church of England Primary School

This notice serves to inform you of my decision to exclude _____ for a fixed period of ____ days. This means your child will not be allowed in school for this period. The exclusion begins on _____ and ends on _____. I realise that this exclusion may well be upsetting for you and your family but the decision to exclude your child has not been taken lightly. Please see the previous page for the reason for this exclusion.

We will set work for your child to be completed during the period of exclusion as specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking upon their return to school.

You have a duty to ensure that your child is not found in a public place during this exclusion unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact Rev. Patrick Eggleston via the School Office, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of their school record. I will be happy to supply you with a copy if you request it. There will be a charge for photocopying.

You may wish to contact Pat Sims who can provide advice. She can be contacted by telephoning 020 8921 8443 or by emailing pat.sims@royalgreenwich.gov.uk. You may also find it useful to contact Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on 08088 020 008 or at www.childrenslegalcentre.com. A copy of the Government's guidance, 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', can be downloaded from the Department for Education's website at www.education.gov.uk.

Yours sincerely

Mr M Harris - Headteacher



Appendix 2: Report Card



Bishop John Robinson
Church of England Primary School

Behaviour Report

Child: _____

Class: _____

I will...	I won't...

2 points will be earned for every target met; 1 point for a partially met target and 0 points if no targets are met. Up to 14 points can be earned each day.

	2 Points	1 Point	0 Point
Lesson 1	☺	☹	☹
Playtime	☺	☹	☹
Lesson 2	☺	☹	☹
Lunchtime	☺	☹	☹
Lesson 3	☺	☹	☹
Playtime	☺	☹	☹
Lesson 4	☺	☹	☹
Total			
Comments (School)			

Signed (Teacher): _____

"Jesus is the Anchor of my Soul." Hebrews 9:16



Appendix 3: Personal Behaviour Plan

NAME: TEACHER:		D.O.B: DATE:	CLASS: DATE REVIEWED:
ENVIRONMENTAL NEEDS: <ul style="list-style-type: none"> • PECS book • Now/Next/Then board • Visual Timetable • Workstation • Sensory diet • Sensory circuit • Choosing time • Visual support • 1:1 support 		Likely to react badly to: <ul style="list-style-type: none"> • wanting something he can't have • things being taken away from him • changes in routine • coming in from playtime • being asked to do an activity he doesn't want to do 	
STUDENT MODE OF COMMUNICATION: PECS, some single words		Likely to respond well to: <ul style="list-style-type: none"> • food • fruit time • iPad • choosing time • consistent routine and expectations 	

Appendix 4: Exclusions explained

Internal exclusions

When a pupil has continually stepped up the stages of the behaviour consequences scale then an internal exclusion may be considered. In the event of an internal exclusion, then the pupil's parents will be notified by the Headteacher.

The Headteacher will decide on the length of time for the internal exclusion and will timetable for this.

The following procedures must be adhered to if the exclusion is to be effective:

- The class teacher of the excluded pupil will need to set work for the pupil to complete.
- Set work should be sent to the Headteacher's office BEFORE the beginning of the school day.
- This work should be challenging enough for the pupil, but should be accessible to allow the child to complete it unaided.
- If you are supervising the pupil, you should not get into a discussion with the pupil about their work. If they are stuck, then you should tell them to move onto the next question. If you feel that a pupil is doing this to avoid work, you should tell them there will be a consequence for incomplete work.
- Work is not expected to be set for during the lunch break. During this time the pupil will have their lunch and will then read.
- If the child needs to go to the toilet during the day, then they should be escorted by a member of staff.
- The pupils should be escorted to get their lunch.
- If the pupil's behaviour should become violent or aggressive, then staff should contact the Headteacher immediately.
- The pupil should not be left on their own at any time.

External exclusions

External exclusions (as part of a Tier 5 Sanction) are only issued by the Headteacher.

Pupils who are excluded should be provided with work for the duration of their exclusion (up to 5 days, if an exclusion is more than 5 days then the Local Authority will provide an additional placement).

All external exclusions are reported to the local authority and are followed up with a return to school meeting.

Update and Review

This policy was updated in April 2024

It is due for review in April 2025