

Behaviour Policy 2018-19

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Special Educational Needs Policy

	Name	Signature	Date
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Introduction

At Canonbury, we aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Staff at Canonbury are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of children and to their happiness and well-being.

Canonbury School Rules

We expect all children at Canonbury to follow the behaviours which are captured in our School Rules:

- Always be kind and caring.
- Always try your best.
- Always speak nicely to each other and listen while others are talking.
- Always follow instructions given by a member of staff.
- Always respect the people and property in our environment.
- Always play nicely and never fight.

Responsibilities

In addition to our school rules, each member of our school community has a responsibility to work together in providing a positive environment that enables all children to reach their full potential.

Responsibilities of Children:

- To treat adults and other children with respect and politeness
- To be welcoming and respectful towards guests and visitors
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for choices in their own learning and behaviour

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

Responsibilities of Parents/Carers:

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. The key responsibilities of parents are below and should be read in conjunction with the Home School Agreement and Parent Partnership and Communication Policy.

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage manners and respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day

1. Promoting Positive Behaviour at Canonbury

We operate a positive behaviour management system; we work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

Behaviour is learnt and therefore can be changed or re-learned. We aim to teach the children at Canonbury how to behave well and to be considerate and self-disciplined individuals. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places with, or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Canonbury School have a responsibility for behaviour. They need, wherever possible, to support our “no shouting and no intimidation” culture and ensure that they treat pupils with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff and voluntary and parent helpers.

Our approach to good behaviour is based on the understanding that positive actions and rewards are generally more effective than negative actions or sanctions. We use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding:

- Recognising right and wrong
- Following good examples
- Sharing
- Working and playing co-operatively
- Using resources wisely and carefully
- Helping others
- Reporting problems to adults who can help.

What kind of rewards do we use?

- At Canonbury, the emphasis is on positive behaviour. We praise and reward positive behaviour by:
- Praise – verbal, written, sticker, friendly word or gesture, referral to another adult and certificate
- Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job or responsibility (e.g. give out registers, take messages).
- House points
- Informing parents – communicating good news whenever possible, sending home messages, certificates that celebrate excellent learning or sometimes a phone call.
- Awarding Head Teacher Certificates/stickers e.g. for excellent work
- Weekly Achievement Assemblies – commending children for hard work, good manners, sporting achievements, improved behaviour etc.

These rewards are given to reinforce and encourage further good behaviour.

The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

2. Reach for Gold- Promoting positive learning behaviour in the KS1 &2 classroom

Children are expected to follow these rules in every lesson:

- Respond promptly to the signal for attention
- Follow instructions from teaching staff, including assistants, when given
- Remain on task as directed
- Listen when others are speaking

Reach for Gold

Teachers use the Reach for Gold card system to motivate the children to aim high and to scaffold an improvement in learning behaviour when needed.

Each child in the class has a named pocket with 5 cards:

- 1 Gold
- 1 Green
- 3 Amber
- 1 Red

Green – All children start the day on green-they are ready to learn. If they stay on green all day they earn 5 minutes of Golden Time on Friday afternoon.

Gold – A teacher will choose a child to achieve gold when they display exceptionally good learning behaviour throughout the day. They will explain to the class the behaviours that earned the gold, so that the children recognise and celebrate the achievement together. They take a Canonbury gold sticker home so that parents can discuss and celebrate their success too. *Teachers are looking for opportunities to catch all pupils showing 'gold' learning behaviour, including pupils who have learning needs, so that it is achievable by all during an appropriate period of time according to age and development.*

Amber – 1, 2, and 3 reminder cards.

The amber card signals to a child that they need to improve their learning behaviour, for example following a disruption to the learning. When the child is on Amber, the teacher will give the child a clear, achievable target that will help them to get back onto green. The teacher will be looking to catch the child meeting the target within the lesson. A child will receive verbal reminders before they are asked to change their card.

Amber 1: A first reminder, this is a signal that a student's behaviour needs to be changed. The child turns their card to amber 1. The teacher gives the child a clear, concise, target and provides opportunities for the child to meet it,

e.g. by a directed question. If the child is 'back on track', he/she hands the Amber 1 card to the teacher and returns to green.

Amber 2: The second reminder. If already on Amber 1, this is a signal that the child is on the edge of a significant consequence and must get 'back on track' without fail. The child places the Amber 2 card at the front of the pack. Again, the teacher gives the child a clear, concise, target and provides opportunities for the child to meet it. If the child is 'back on track', he/she hands the Amber 2 card to the teacher and returns to Amber 1 (or green if improvements are exceptional) in a progressive ladder system - at the teacher's discretion.

The Amber 1 and 2 cards allow teaching staff to refocus students on learning as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules.

Amber 3: The final reminder. This is a signal that the child has not maintained behaviour that meets the targets given on Amber 1 and 2 and that there will be a consequence. This will usually be to miss part or all of a break time to complete work to the level expected of that child. At this stage, the child is asked to report to a member

of the leadership team in order to discuss the behaviours and necessary changes and the parent will be informed verbally at the end of the day by the class teacher. They will also lose 5 minutes of Golden Time. If a child receives an Amber 3, they can use the ladder system to change their behaviour and move back through Amber 2, Amber 1 and to Green at the teacher's discretion – but not Gold, as this is for consistent good behaviour throughout the day.

Should the poor learning behaviour persist when the child is on Amber 3, a Deputy Head will decide whether or not the behaviour meets the criteria for a Red Card. In the absence of a Deputy Head, the Headteacher (2nd option) or Phase Leader (3rd option) will make the decision, based on the criteria.

Red Card: A Red card is used in exceptional circumstances, when the pupil's behaviour is a risk to safeguarding in the class or when a pupil is displaying persistent defiance that is preventing teaching and learning from taking place. Decisions to issue a Red Card are taken by a Senior Leader (Deputy Head, Head Teacher or in their absence, Phase Leader). In circumstances where a pupil's actions could be at Red Card level, the Class Teacher and Teaching Assistant should call immediately for Senior Leadership support to end the situation, however they do not issue Red Cards during lessons or at any other time. This is to ensure that there is a considered response in accordance with policy.

Behaviours which constitute a Red card include:

Persistent defiance in spite of Amber reminders, that is preventing teaching and learning from taking place

- A Purple Card is sent to the senior leader, who will collect the child from the classroom.
- The senior leader will contact the parent by telephone to discuss the incident and send a Red Card letter home.
- If a child receives 3 red cards during one half term, the school will aim to work in partnership with parents to agree and implement a time limited intervention. This may include
 - a Daily Report Card or with targets for improvement that are monitored daily
 - a Pastoral Support Plan with targets and strategies for supporting improvement of behaviour more intensively

These interventions are time-limited with dates set for reviewing impact and making decisions about next steps.

Other Red Card Behaviours

- Violent behaviour such as fighting
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff
- Damage to property

The above behaviours may result in a fixed term Internal or External Exclusion, appropriate to the seriousness of the incident and in line with Exclusion policy.

3. Promoting Positive Behaviour in the EYFS classroom

Reception and Nursery

The card system is introduced progressively and consists of three coloured boards:

Green – All children start the day on green-they are ready to learn

Fantastic— A teacher will choose a child to achieve gold when they display exceptionally good learning behaviour

Oh dear - The child is encouraged to think about ways of improving their behaviour and ways of making better choices. Possibly an in class time out for five minutes, when appropriate.

New day – New Start!

It is important to us that every day is a new day, a new chance to do well. In all Key Phases, children start each day on a green card, ready to make good choices.

4. Behaviour at playtime and lunch time

We expect our children to behave well and follow the Canonbury Rules at all times – both in the building and outside in the playground.

Time Out

Time out is given when children become involved in low level incidents such as over-excited play, rough play, arguments, or disputes over equipment. Children who become involved in such incidents will be warned and may be asked to sit on the “time out bench” in the playground to reflect upon their behaviour and “cool off”.

Playground behaviour incidents are recorded on the Playground Incident Form and filed in the “Playground Incident File”. The file is managed by the Senior Midday Meal Supervisor. Incidents are monitored fortnightly by Deputy Head for Inclusion. The Senior Midday Meals Supervisor is responsible for reporting any concerns that may need addressing immediately.

Red Card Behaviour

When a child displays Red Card behaviour, the Senior Leader on duty is informed immediately and collects the child from the play ground. The school Red Card procedure is initiated, in the same way as for Classroom behaviour. Red Card behaviours initiate the same procedure as defined above in the Classroom Behaviour section and are defined in the same way :

- Violence of any kind
- Harrassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff
- Damage to property
- Persistent defiance in spite of Amber reminders

Parent Support

The Headteacher may consider asking parents to accompany their child in school during lunchtimes in cases of repeated or extremely inappropriate behaviour.

Lunchtime Exclusions

In exceptional circumstances parents/carers may be asked to pick their child/children up at the beginning of lunch time and escort them back to school at the end of lunch time.

5. Exclusions

Internal exclusion

At Canonbury, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences in a reflection room on site, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of Red Card behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in his absence the Deputy Headteachers, may exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by a member of the Senior Leadership Team, or in their absence a Phase Leader.

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with London Borough of Islington guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter which will always be sent out with an exclusion.

6. Children with special educational needs

We expect all children to abide by the Canonbury Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties:

- Have regular meetings with their teacher and parents/carers to discuss appropriate support.
- May be placed on a 'daily/weekly report card' by a senior teacher, or deputy head teacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers are able to see the form.
- Have targets for improved behaviour on their Pupil Passport or Pastoral Support Plan
- May have an individual Behaviour Plan.
- Meet regularly with the Inclusion Leader to discuss progress.

Children who have an Education, Health and Care Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Identifying and recording incidents

- Behaviour Log - when appropriate, teachers keep records of a child's behaviour in a Behaviour Log, so that professionals can build a picture of the needs
- Playground Incident File – incidents and consequences are recorded in the Playground Incident File that is monitored by the Deputy Head for Inclusion.
- Incident Form – incidents and actions are recorded on the school Incident Form and sent to the Deputy Head for Inclusion and Deputy Head for Safeguarding

Recording of strategies for improvement

- The class teacher and Inclusion Leader record targets for the pupil on his/her Pupil Passport if the pupil has identified SEN.
- Pupils may be given a report card to monitor daily progress, which is shared with parents.
- Reports from Educational Psychologists, etc will assist staff in managing pupil behaviour and raising self-esteem.

Evaluation Criteria

Pupil behaviour has improved if:

- The pupil achieves his/her targets.
- The pupil no longer requires a weekly report card.
- The pupil is not registered in the lunchtime behaviour incident log or class behaviour chart.

7. Monitoring and Support

All staff are responsible for monitoring and supporting children's behaviour at Canonbury.

The Deputy Head for Inclusion, reporting to the Headteacher, uses contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported to the Pastoral Committee each term.

Responsibility for the planning and implementation of behaviour support plans lies with all staff involved. The Deputy Head for Inclusion, with Phase and Senior Leaders where appropriate, is responsible for the effective management of the process.

Appendix 1 - Strategies to promote positive behaviour

- Public praise and private criticism
Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.
- Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.
- Three positives before a negative
This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.
- Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.
- Acknowledge feelings
- Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.
- Give them a choice
Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.
- Be consistent
Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.
- Model desired behaviour
It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.
- Scan the classroom
Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and

scan for children who are off-task. Re-direct children before behaviour has become disruptive.

- Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.
- Listen to children
Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"
- Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.
- Maintain frequent contact
Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.
- Pre-empt disruptive behaviour
- If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.
- Be aware of yourself
- When dealing with disruptive incidents, consider the following:
 - Your position in class
 - Your proximity to disruptive children
 - Your facial expression
 - Your tone of voice
 - Your posture
 - Your choice of words
 - The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?
- Catch them being good
This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement

What happens when things go wrong?

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate