

Behaviour Policy 2018

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Special Educational Needs Policy

	Name	Date
Approved by:	Governing Body: Pastoral Committee	
Prepared by:	Will Ross, Behaviour Working Party in consultation with Staff and School Council	
Checked and Reviewed by:	Jo Davey and Senior Leadership Team	
Next Review	October 2020	

Behaviour at Canonbury

<p><u>Canonbury Rules</u></p> <p>1. Be Respectful</p> <ul style="list-style-type: none"> - To all adults and children in and out of school and online - To property and the environment <p>2. Be Safe</p> <ul style="list-style-type: none"> - At school and online - Follow adult instructions <p>3. Be Ready</p> <ul style="list-style-type: none"> - To learn - To do our best - On time - In the correct place - In school uniform 	<p><u>Adult Expectations</u></p> <p>1. Be Caring</p> <ul style="list-style-type: none"> - Use a calm voice at all times - Find time to listen and build relationships - Find time to encourage <p>2. Be Positive</p> <ul style="list-style-type: none"> - Catch children doing in right - Frame instructions positively - What to do rather than what not to do - Use praise and rewards to motivate children <p>3. Be consistent</p> <ul style="list-style-type: none"> - With routines - With rewards and consequences - On time - Appropriate learning and equipment ready for the start of the lesson 								
<p><u>Doing the right thing.</u></p> <p>Rewards</p> <ol style="list-style-type: none"> 1. ClassDojos <ul style="list-style-type: none"> - Top 3 scorers receive stickers each day - Weekly class top scorer will have tea with the Headteacher 2. Weekly Achievement Certificate in Assembly 3. Canonbury Positive Postcards 4. Class Recognition Board 	<p><u>Doing the wrong thing.</u></p> <p>Consequences</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">Instruction</td></tr> <tr><td style="padding: 5px;">Reminder</td></tr> <tr><td style="padding: 5px;">Choice</td></tr> <tr><td style="padding: 5px;">Consequence 1 Restorative conversation with adult.</td></tr> <tr><td style="padding: 5px;">Choice</td></tr> <tr><td style="padding: 5px;">Consequence 2 Time out in another classroom.</td></tr> <tr><td style="padding: 5px;">Choice</td></tr> <tr><td style="padding: 5px;">Consequence 3 Time out with Assistant/Deputy Headteachers.</td></tr> </table> <p>Red Card – if a child is making the wrong choices after Consequence 3 or serious challenging behaviour, for example fighting.</p>	Instruction	Reminder	Choice	Consequence 1 Restorative conversation with adult.	Choice	Consequence 2 Time out in another classroom.	Choice	Consequence 3 Time out with Assistant/Deputy Headteachers.
Instruction									
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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 modeling and 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:

1. Be Respectful

- To all adults and children in and out of school and online.
- To property and the environment

2. Be Safe

- At school and online
- Follow adult instructions

3. Be Ready

- To learn
- To do our best
- On time
- In the correct place
- In school uniform

Adult Expectations

1. Be Caring

- Use a calm voice at all times at an appropriate volume
- Find time to listen and build relationships
- Find time to encourage

2. Be Positive

- Catch children doing it right
- Frame instructions positively
- What to do rather than what not to do
- Use praise and rewards to motivate children

3. Be consistent

- With routines
- With rewards and consequences
- On time
- Appropriate learning and equipment ready for the start of the lesson

Responsibilities of Parents/Carers

Children are more likely to behave well in school when they know that their parents are involved with and are 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 the Parent Partnership and Communication Policy.

- To ensure children arrive on time for school, in the correct uniform and ready to learn
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To model 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
- To support the decisions of the school when dealing with issues of challenging behaviour

Routines

Teachers will have routines particular to their classroom. Some whole school routines are necessary for the consistent, smooth running of the school day in the playground, dining hall, assemblies and at the start and end of the day. Having whole school routines also supports transition into new classes each year and when teachers are covering different groups.

Stop and silent hand signal

For when children need to stop what they are doing and listen (in silence).

- **Countdown** from 5 to 1 (verbally and with fingers) using praise and non-verbal communication to prepare children - This should be scaffolded with the 'Give me 5' approach - Voices Off/Body Still/ Eyes looking/ Ears Listening/Ready to Learn
- **Hand up** in the air with an open palm so all children can see. Children must show that they are ready to listen.
- **Hold** for a few seconds to ensure readiness is sustained. It is important that children are silent and show they are ready to listen and learn.

Transitions in the classroom

Having a routine for moving around the classroom and school ensures learning time is maximized. The teacher should teach thoroughly and use praise to encourage and then expect this routine.

1. Show that you are ready
2. Stand up
3. Move to where you need to be, e.g. table, carpet, lone.

Having one child or small group model this routine each time is an effective way of ensuring its effectiveness, particularly when trying to embed it initially.

End of Play/Lunch Routine

Teachers and TAs are in the playground at their line up position when the one minute whistle goes.

SLT on duty:

- **One minute whistle** – All equipment is collected, final chance to get water and move towards the line. Staff at line up positions.
- **First bell** – Children stand in silence with all adults to model and support
- **Second bell** – Children move to line order in silence and teachers to award class Dojos
- Sends classes into the building when ready.

Corridor (and stairs) Expectations

In addition to our rules we have our “Corridor Expectations” for children and adults. Entering and moving around the building in an appropriate manner is essential to ensure everyone is ready to learn when they enter the classroom.

- Calm and quiet.
- Walking on the right (one step at a time).
- One line (in line order).

Adults must role model this behaviour by being quiet and calm, using low voices and non-verbal cues. This is to ensure children become accustomed to calm and quiet movement around the building.

All staff to monitor transitions and reward with Dojos.

Other whole school consistencies:

- **Morning/afternoon greeting with child’s name** – Teachers greet each child (in a manner determined by the teacher, e.g. handshake, good morning/afternoon XXX) to develop relationships with all children and to ensure a positive, calm start to the day. With older children (soft start), teachers ensure they greet each child individually before 9am.
- **Registration of children** – The above routine provides an opportunity for teachers to note absences so they can complete the register without having to call children’s names. This maximises learning time and reduces opportunities for children to become restless and poorly behaved.
- **Line up order** – Each class has a line up order to avoid arguments and ensure best movement around the school site.
- **Corridor card** – Children who are moving around the building without an adult should have a ‘Corridor Card’ lanyard with them explaining why they are not in class or in the playground at break/lunch. This is to ensure children are safe.
- **Uniform** - We believe that our children learn best when everybody respects one another as part of our community. Our school uniform supports this ethos of mutual celebration and support. If a child is not wearing the school uniform, this will be addressed by the class teacher in the first instance – with a conversation or phone call to parent. If this happens twice in a week, a letter is sent home to parents/carers by the office. If it continues to be an issue, a meeting will take place with parent/carer and a member of SLT. The same applies with PE kit. If a child forgets their PE kit, it should be mentioned to the parent and then a letter sent. There is spare PE kit available.
- **Display** – In every classroom the rules are displayed prominently so that they can be referred to easily and quickly. Also on display should be *Reminder/Choice/Consequence* display, *Give me 5*, recognition board and visual timetables.

Promoting Positive Behaviour in the EYFS classroom Reception and Nursery

Green – All children have their name card on a Green board to show they are ready to start their day and learn.

Fantastic - Children may be asked to move their name to the Fantastic board when they display exceptionally good behavior in following the school rules.

Oh dear - When a child has their name on the Oh dear board, 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.

After time out has been completed, the child goes back to green and starts afresh.

Rewards and Consequences –

We aim to teach the children at Canonbury how to behave well and to be considerate, respectful and self-disciplined individuals.

Our system of rewards and consequences aims to support children in learning and showing the behaviour that promotes a happy, safe environment for learning.

Rewards

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 to support our “no shouting and no intimidation” culture and ensure that they treat pupils with respect and kindness.

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 ClassDojo system for rewards. This system allows staff to recognise appropriate behaviour and learning instantly to create a positive learning environment. It also allows us to monitor the positive behaviour across the school and offer further rewards for children who are getting the best scores and improving their scores over time. Top 3 scorers receive stickers each day and top scorers each week get to have tea with the Headteacher.

Further rewards include:

- Class recognition boards: In each classroom, there is a board where adults can write names of children who are excelling.
- Positive Postcard (2/3 per week per class): Awarded by class teachers/TAs or any adult in the school for exceptional learning or conduct.
- Weekly Achievement Assemblies – commending children for hard work, good manners, sporting achievements, improved behaviour with a focus on growth mindset.

Consequences

When children are not following the school rules they are given the opportunity to make the right choice to change their behaviour using the process in the table.

These actions should be communicated privately (not in front of the whole class). This may involve getting other children to talk to their partners so the adult can talk to the child making the wrong choice.

This process must be delivered in a calm, emotionless (i.e. no anger/frustration) manner. Adults should avoid any further discussion/negotiation regarding the behaviour, only communicating the actions (Remind, Choice, Consequence) in the table below. The adult should move away during the take up time so the child does not feel confronted and feels like they have some control over their own behavior.

As children become more aware of the system and language (Reminder, Choice, Consequence), the adult can minimize talk and use non-verbal communication to point at the *Reminder, Choice, Consequence* display or these words on their laminated lanyard card.

If there is more than one adult in the class, there should be a dialogue between the adults to ensure consistency around using the system. This dialogue can also be used prior to the reminder to role model positive communication and encourage appropriate behavior, e.g. “I know X is going to start his maths task now.”, “Yes, like he did yesterday. He made the right choice and earned a class dojo.”

Action	Notes	Example
Instruction	Given to individual, group or whole class.	"Start your maths activity."
Reminder with take up time	Use child's name and repeat the instruction with the word reminder	"Sam, reminder. Start your maths activity."
<i>(Check-in)</i>	<i>Check the child understands what is being asked of them in terms of the learning or behaviour expectations.</i>	<i>"Sam, do you understand the task? Would you like me show you again?"</i>
Choice with take up time	Offer a choice with take up time to make the right decision.	"Sam, you have a choice. You have one minute to start your maths activity or receive a consequence." "Sam, choice. One minute."
Consequence 1 Restorative conversation with adult.	Teacher speaks with the child at the next opportunity (break/lunch/end of the day) about their behaviour.	"Consequence: I will speak with you at break time."
Choice with take up time	Offer a choice with take up time to make the right decision.	"Sam, you have a choice. You have one minute to start your maths activity or receive further consequence." "Sam, choice. One minute."
Consequence 2 Time out in another classroom.	Teacher sends child to their paired class with some learning for 5 minutes (KS1) or 10 minutes (KS2). Teacher informs parents at end of the day and records on CPOMS.	"Consequence: Go to XXX class for 10 minutes with your learning."
Choice with take up time	Offer a choice with take up time to make the right decision.	"Sam, you have a choice. You have one minute to start your maths activity or receive further consequence." "Sam, choice. One minute."
Consequence 3 Time out with assistant/deputy headteachers.	Teacher sends child to SLT member on duty with Consequence 3 sheet and learning (if requested by teacher). This information will be added to CPOMS. Class teacher phones home at end of the day.	"Consequence: Go to YYY's office."

If the child continues to make the wrong choices - they will be sent again to SLT to discuss their behaviour. After cooling down time - if necessary - and investigation they may receive a Red Card from SLT if appropriate. This will result in a letter and phone call home to the parents from SLT as well as losing the next lunchtime play.

A Red Card may also be awarded by SLT if a child displays any of the following inappropriate behaviour;

- 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

If an adult believes a child is displaying Red Card behavior they send the child to a member of SLT - if possible with an adult to accompany them. If the child refuses the teacher sends another child to get a member of SLT. The incident is recorded on CPOMS as soon as possible by the adult/s involved. A member of SLT will follow this up to make a decision on the Red Card. Any adults involved are notified using the CPOMS system about actions taken. If a child receives three red cards in a term the parents/carers will be asked to come and meet with the Headteacher to discuss and plan changes, support and targets as necessary.

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.

Following any level of consequence there should be a restorative conversation with the child and adult/s involved to ensure the relationship is repaired and issue resolved.

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. Class Dojos can be given by adults at lunch and playtime.

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”.

More serious playground behaviour incidents are recorded on incident forms and then the information transferred to CPOMS. 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.

If an adult believes a child is displaying Red Card behavior in the playground or at lunch they take the child to the member of SLT on duty. If the child refuses the teacher sends another child to get the member of SLT.

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.

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.

Children with special educational needs

Behaviour is communication. Challenging behaviour can come as a result of children being unable to express their emotions or verbalise how they are struggling. This is often the situation with 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 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 / SEN 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 or have an SEN Support 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 on CPOMS so that professionals can build a picture of the needs
- Playground Incident File – incidents and consequences are recorded on CPOMS. This is monitored by the Deputy Head for Inclusion.
- Incident Form – incidents and actions are recorded on CPOMS 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 behaviour timetable or report 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 or daily timetable report or book.
- The pupil is no longer having incidents reported on CPOMS.

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 in praise and reprimand/resolve in private
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