



Behaviour Policy

2026-2027

Approved by:	<i>Pastoral Committee</i>
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Behaviour at Canonbury

Canonbury 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 ➤ 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 resources ready for the start of the lesson
Doing the right thing - Rewards ClassDojos Top 3 scorers receive stickers each day Weekly class top scorer will have hot chocolate with the Headteacher Weekly Achievement Certificate in Assembly Canonbury Positive Postcards Class Recognition Board	Doing the wrong thing -Consequences Instruction Reminder Choice Consequence 1 Restorative conversation with an adult Choice Consequence 2 Time out in another classroom. Choice Consequence 3 Time out with Assistant/Deputy Headteachers. Red Card SLT will consider a red card if a child is making the wrong choices after Consequence 3 or a single incident of serious behaviour, for example fighting.

Behaviour at Canonbury

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 modelling and maintaining high expectations of good behaviour as an essential contribution to the educational experience of children and to their happiness and well-being.

Children's views

We consult with our pupils to find out about how they feel about behaviour at school and what issues are worrying them. The School Council was consulted during the review of this policy. These are some of their comments:

The environment is peaceful here - I feel calm here at Canonbury - Baran

Sometimes children need reminders, sometimes they are good - Alima

Everybody listens to the rules - Freya

At Canonbury, we care about each other's feelings. Our teacher helps us follow the rules - she teaches us to be kind - Tala

It is helpful when we talk things out - Shaelle

Children are respectful to their teacher - Bulut

You can always get help - Elijah

Canonbury School Rules

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

Canonbury 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
- 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 resources 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:

To ensure children arrive on time for school, everyday

To ensure the children arrive in the correct uniform and are ready to learn

To encourage children to resolve 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, line.

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 are in the playground at their line up position when the bell goes.

SLT on duty:

First bell Children stand in silence with all adults to model and support

Second bell Children move to line order safely, adults to award class Dojos

Teachers take their class into the building when the class are calm and 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 to develop relationships with all children and to ensure a positive, calm start to the day.

Line up order

Each class has a line up order to avoid arguments and ensure best movement around the school site. This should be reviewed regularly to ensure an effective order for calm behaviour and safety.

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.

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.

Rewards and Consequences

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

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 hot chocolate with the Headteacher.

Further rewards include:

Positive Postcard (2/3 per week per class) - awarded by any adult in the school for exceptional learning or behaviour.

Weekly Achievement Assemblies - certificate awarded for hard work, progress, 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 below.

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 or negotiation regarding the behaviour, only communicating the actions (Remind, Choice, Consequence).

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 behaviour.

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	" <i>Sam, reminder. Start your maths activity.</i> "
(Check-in)	Check the child understands what is being asked of them in terms of the learning or behaviour expectations.	" <i>Sam, do you understand the task? Would you like me to show you again?</i> "
Choice with take up time	Offer a choice with take up time to make the right decision.	" <i>Sam, you have a choice. You have one minute to start your maths activity or receive further consequence.</i> " " <i>Sam, choice. One minute.</i> "
Consequence 1 Restorative conversation with the adult.	Teacher speaks with the child at the next opportunity (break,lunch, end of the day) about their behaviour.	" <i>Consequence: I will speak with you at break time.</i> "
Choice with take up time	Offer a choice with take up time to make the right decision.	" <i>Sam, you have a choice. You have one minute to start your maths activity or receive a further consequence.</i> " " <i>Sam, choice. One minute.</i> "
Consequence 2 Time out in another classroom.	Teacher sends the child to their paired class with some learning for 5 minutes (KS1) or 10 minutes (KS2).	"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 with their learning. Teacher follows up with CPOMS to share behaviour. Class teacher speaks to parents at the end of the day.	"Consequence: Go to YYY's office."

As children become more aware of the system and language (Reminder, Choice, Consequence), the adult can minimise talk and use non-verbal communication to point at the *Reminder, Choice, Consequence* display. 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 behaviour, 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."

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 fact finding 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
- Damage to property

If an adult believes a child is displaying Red Card behaviour 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 suspension, internal or external, appropriate to the seriousness of the incident and in line with exclusion policy.

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

Child on child abuse

Canonbury Primary School recognises that children can abuse other children and it can take many forms. It can happen both inside and outside of school and online.

We support pupil's knowledge and understanding of child on child abuse and bullying through PSHE lessons and bespoke workshops or circle times.

The Child Protection policy and Anti Bullying policy are used alongside this Behaviour policy to manage incidents of child on child abuse.

Suspensions and Exclusions

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. The pupil will be in a supervised setting where they can safely continue their education away from their peers (e.g., in a parallel classroom or a supervised reflection room) for a limited period.

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 suspended 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.

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 suspension. This is not a decision taken lightly and will have been reached considering the best interests of the child suspended and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from suspension and is chaired by a member of the Senior Leadership Team.

Finally, and in the last resort the Headteacher can use permanent exclusion. In all cases, 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.

Use of Reasonable Force

Canonbury Primary School prioritises proactive de-escalation, relationship-building, and a calm approach. Restrictive interventions are never used as a disciplinary penalty, consequence, or form of punishment. They are strictly emergency safety measures used as a last resort when all preventative strategies have been exhausted.

We adopt the statutory definitions as follows:

- **Restrictive Intervention:** An umbrella term covering any physical or non-physical action used to prevent or restrict the movement of a pupil's body or part of their body.
- **Reasonable Force:** Physical contact used to control or restrain a pupil's actions. "Reasonable" means using **no more force than is absolutely necessary** for the **shortest amount of time required** to mitigate immediate risk.

- **Seclusion:** A non-disciplinary safety intervention where a dysregulated pupil is kept away from others and is prevented from leaving.

Restrictive interventions will only be deployed if the risks of *not* intervening outweigh the risks of doing so. In accordance with statutory guidance, staff may only use reasonable force to prevent a pupil from:

- Hurting themselves or others (injury).
- Committing a criminal offence.
- Damaging school property.
- Behaving in a way that seriously prejudices good order and discipline at the school (causing serious disorder).

Before any restrictive intervention is used, staff must attempt non-physical de-escalation techniques (e.g., using low keys and a calm voice, offering choices with take-up time, scanning and redirecting, or offering a voluntary "quiet space" to talk).

SEND Considerations

We recognise that pupils with Special Educational Needs and Disabilities (SEND), or those with acute regulation difficulties, require an individualised approach. For these pupils, the school will:

- Create **Individual Behaviour/Wellbeing Plans**, Pupil Passports, or SEN Support Plans alongside parents/carers.
- Formally risk-assess known triggers to pre-empt and reduce the need for physical interventions.
- Ensure that modifications to the standard consequences system preserve the child's dignity.
- Work with appropriate outreach services for further support

Recording & Reporting

- **Internal Recording (CPOMS):** Every significant incident involving the use of reasonable force, restraint, or seclusion must be recorded fully on **CPOMS as soon as possible, and absolutely on the same day**. The record must detail: the triggers (where known), the non-physical de-escalation attempted, the specific interventions used, the duration, and any injuries sustained by pupils or staff.
- **Parental Notification:** Parents or carers **must be informed as soon as reasonably practicable, and ideally on the same day** that their child has been subject to a restrictive intervention or seclusion. A copy of the written incident record must be shared with parents, unless doing so would place the child at risk of serious harm.

Following any level of physical intervention, the school will :

- **Restorative Conversation:** Wherever possible, once a child is calm, a restorative conversation will take place between the child and the adult(s) involved to endeavor to repair the relationship. In EYFS, this focuses on practical, genuine ways to help or fix the situation.
- **Plan Review:** The child's Individual Behaviour Plan or Pupil Passport will be reviewed to adapt strategies and minimize future risk.
- **Pastoral Committee Monitoring:** Anonymised data regarding the frequency, context, and nature of all restrictive interventions will be logged and monitored. This data is reported to the **Pastoral Committee each term** to evaluate behaviour patterns, identify training needs, and actively work to reduce the reliance on restrictive practices across the school

Behaviour at playtime and lunchtime

Role of staff in the playground

- To be aware of our role in children's behaviour.
- To use redirection and de-escalation.
- To use a script to support redirecting behaviour.

When supporting children with their behaviour, staff will use:

- 1 – Redirecting – **Chance**
- 2 – School Rules - Safe, Ready, Respectful – **Reminder**
- 3 – Behaviour Policy – **Consequence**

Example

Children chasing in Canonbury Village – they are beginning to get physical.

1 REDIRECT – ‘You look like you need to use up some energy – can you show me your pull up skills?’

They do, but then they start the game again

2 PROMPTS – ‘Remember our rules, please be respectful and play something safer, shall we get a ball?’

They do, but then they start the game again

3. Consequence – a child may be asked to sit on the “cool off bench” in the playground to reflect upon their behaviour and “cool off”.

More serious playground behaviour incidents are reported to the Senior Midday Meals Supervisor.

The Senior Midday Meals Supervisor is responsible for reporting to SLT any concerns that may need addressing immediately.

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

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.

To support our children with behaviour and regulation difficulties we :

- have regular meetings with their teacher and parents/carers to discuss appropriate support.
- may support them with a daily/weekly chart . A mutual decision is made, involving the child as to when the chart is deemed no longer necessary. The chart is shared with parents/carers.
- have targets for improved behaviour on their Pupil Passport / SEN Support Plan
- may have an Individual Behaviour or Wellbeing Plan.
- may refer to outreach advisory services to support the school with recommendations and strategies.

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 support 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.

Identifying and recording incidents

- Behaviour Logs - when appropriate, teachers keep records of a child's behaviour so that professionals can build a picture of the needs

Recording of strategies for improvement

- The class teacher and SENCo 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. Contextual information will be monitored when evaluating behaviour across the school. This is then reported to the Pastoral Committee each term.

Responsibility for the planning and implementation of behaviour support plans lies with all staff involved.

Promoting Positive Behaviour in the EYFS

In Nursery and Reception, children are learning how to manage, regulate and identify their feelings. A judgement about a child's behaviour should take into account what is age appropriate and the child's level of development. We ask our team to remain calm in order to support children in understanding their emotions and developing the skills to manage their own behaviour in the future. Children of Nursery and Reception age do not have a fully developed concept of time and so we deal with behaviour challenges as they occur. Each day is a fresh start.

Canonbury Rules		
1. Be Respectful We show kindness and are gentle with all the children and grown ups at school and at home We are careful with our toys, classroom things and the classroom/ playground We listen to the grown ups and follow what they ask us to do	2. Be Safe We use gentle and kind hands with people and things We always walk inside We use scissors carefully	3. Be Ready To learn and play To do our best On time In school uniform

Expectations of adults		
Be Caring Use a calm voice at all times Find time to listen and build relationships Find time to encourage	Be Positive Catch children doing the right thing What to do rather than what not to do Use praise and rewards to motivate children Frame instructions positively	Be Consistent With routines With rewards and consequences On time Appropriate learning and equipment ready

Doing the right thing - Rewards	Doing the wrong thing - Consequences
Verbal praise e.g. I really love how XXXX is Marbles in the marble jar Canonbury Positive Postcards (each child will receive 1 in the year)	Instruction Reminder Choice (see language of choices below) If behaviour continues, the child is directed to play in a different space e.g. to play inside or outside or move away from a particular area If behaviour continues, the child is directed to learn or play alongside an adult for a set amount of time or until the adult deems them ready to rejoin

Give me 5
'Give me 5' - Hand held in the air with an open palm Stop and silent hand signal communication to prepare children. Countdown from 5 - 1 verbally and with fingers using praise and non-verbal so all children can see. Children must show that they are ready to listen. The hand is held for a few seconds to ensure readiness to listen.
Give me 5 approach - Voices o, Body still, Eyes looking, Ears Listening, Ready to....

We don't use the phrase *time out* in EYFS. A time out for young children can increase emotional dysregulation, isolate them when they need support and does not support them in reflecting on the challenging behaviour. By supporting both children on either side of a situation, both children feel safe, secure and better able to master their emotions. We believe that saying sorry does not always support the child in preventing the behaviour from repeating. We instead find a genuine way for the child to help e.g. checking that their friend is ok, rebuilding a tower they had knocked down etc.

We are always mindful that there may be other factors to consider e.g. factors outside of school and events in the child's life. Some children may need a more personalised approach to behaviour management and this should be considered with the rest of the team, the SENco and the child's family. It is important that we work together to create a supportive and nurturing environment where children feel valued, safe and have a sense of belonging. Practitioners should use a variety of strategies to support the children in making positive and safe choices.

We never:

Isolate children through the use of a 'naughty' chair or space

Use language to humiliate or threaten

Use group consequences eg. removing marbles from the marble jar

Instead we support the development of social skills through modelling and planning interactions and opportunities that promote sharing, kindness, gentle hands and turn taking.

Language of choice

We use language that gives children a choice about the decisions they make. If the child chooses to do the right thing, then they should be praised for making the right choice. This could be with a marble in the marble jar if appropriate. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Children usually like to be praised and acknowledged on the inside, even if they might not show it on the outside. We should also be mindful however that some children find direct praise uncomfortable and so we should be clear and sensitive. Praise can also be non-verbal e.g. a thumbs up, smile or sticker.

We may need to ignore minor secondary behaviour – stomping about, muttering, shrugging etc – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model behaviour.

Examples:

“Knocking down other people’s towers is making them feel sad. XXXX, you have the choice to stop doing it or you can come and sit next to me.”

“It would be so nice to see you come and sit on the carpet for Phonics XXXX. Let’s see if we can add a marble to the marble jar if you do.”

“XXXXX, you have the choice to stop pushing the bikes or play inside instead.”

“ I know you are all so good at tidying up. If we all work together, I bet we could add 5 marbles to the jar!”

“I can see that you’re feeling frustrated. Shall we go to a quiet space to talk about it?” “You must feel really proud of yourself for using kind hands.”

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. Redirect 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 important 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