

Canonbury Primary School



February 2009

Canonbury Primary School Behaviour Policy

Rationale

“Fairness is not about treating everyone the same”

At Canonbury Primary School we embrace the rights of all members of our community to work and play in a safe and supportive environment.

All members of our community are committed to working together to create an environment where all children and young people can stay safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

We acknowledge that knowing and understanding children, their differences and similarities must remain at the heart of our behaviour practices.

All members of our community are supported to acknowledge and respect children’s and adults cultural, emotional, social and spiritual differences.

Children are treated sensitively within an atmosphere of mutual respect and tolerance.

All members of our community must always aim to be good role models.

Aims

At Canonbury we:

- all have the right to learn and work in a safe environment and to be treated fairly
- are all responsible for supporting the rights of others and ourselves.
- have rules to support our right to learn and work in a safe environment .
- have rewards to celebrate making the right choices and our successes.
- have Sanctions to help us to take responsibility for our mistakes and support us to make the right choices in future
- have a Code of Conduct by which students demonstrate that they are responsible members of our school community and understand our 'Code of Behaviour'
- provide an environment where everyone can Learn and Achieve
- build confidence among children and young people to show empathy and understanding
- Work with members of our school community to raise awareness and develop respect of both our own and others behaviours
- develop and adopt agreed methods of reporting and responding to incidents of behaviour both positive and negative
- Identify a clear system to deal with inappropriate behaviour and refer pupils when necessary
- use data to improve the effectiveness of our behaviour system and target resources efficiently
- Share good practice
- Review the behaviour policy annually
- Ensure the voice of children & young people, parents, carers and all school staff (including volunteers) are represented in the drafting & reviewing of the schools policy

How will we do this?

- By providing a culture which both encourages and enables a strong pupil voice
- Through 'Our Golden rules' behaviour Strategy. *Appendix 1*
- Through clear identified systems of reporting and recording
- By ensuring clear identified systems are established for agreed rewards/sanctions and outcomes for both appropriate and inappropriate behaviours
- By regular reporting of bullying data to the Governing body

How will we know we are successful?

- When pupils demonstrate a confident use of the opportunities available to exercise their pupil voice when managing and reflecting on their behaviour
- When pupils develop, through their work and play, an awareness and realisation of the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- When pupils demonstrate a positive change in behaviour patterns.
- When members of our community make real choices and decisions that demonstrate empathy and understanding
- When the monitoring of behaviour provides evidence which supports and reflects our aims
- When behaviour expectations are established and accepted by our whole school community

Review Date: Summer Term 2010

- See also;
 - [Anti Bullying Policy](#)
 - [Our Golden Rules](#)
 - [Behaviour expectations](#)
 - [Post lunchtimes Behaviour conversations](#)
 - [Head teachers Sanction](#)
 - [E-safety policy](#)

'Create, discover and succeed together'