

# Canonbury Primary School Positive Behaviour Management Policy November 2010

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 and 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 your work place.
- ❖ 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 to ensure that all children reach their full potential in a positive environment, which sets high standards in behaviour.

### **Responsibilities of Children:**

- To follow the Canonbury Rules to the best of their ability
- 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 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:**

- 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

We operate a positive behaviour management system, and 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. We believe in setting good examples and in having high expectations. 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.

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. We want the school and parents to work together to ensure consistent expectations.

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, our 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 gold, silver and bronze awards
- 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 (e.g. prefect) or responsibility (e.g. give out registers, take messages).
- House points
- Informing parents – communicating good news whenever possible, sending home messages, entry in home/school diary or sometimes a phone call.
- Awarding Head Teacher Certificates
  - 50 green stickers = bronze certificate
  - 75 green stickers = silver certificate
  - 100 green stickers = gold certificate
- Weekly Achievement Assemblies – commending children for hard work, good manners, sporting achievements, 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.

## **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.

### **Being 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 off 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

## **Classroom behaviour card system**

Teachers have the right to teach and children have the right to learn. Children who break the 'Canonbury Rules' stop teachers from teaching and stop themselves and others from learning.

The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

Classrooms operate a card system which is a fair and transparent system that all children understand. Each child in the class has a named pocket with 5 coloured cards. The first card is green and is displayed at the beginning of each day.

Each of the other five cards corresponds to a consequence:

**Green – First card**

**White – Warning card**

**Blue – Loss of playtime card (10 mins)**

**Yellow – 10 minutes in another class**

**Red - Sent to the Senior Teacher (Letter home) the letter should be written by the class teacher and then given to the senior teacher for his/her signature.**

### **EYFS**

In the EYFS reception class, the classroom behaviour card system is introduced progressively and consists of two cards:

**Green – First card**

**White – Warning card**

The nursery behaviour management system consists of a happy/sad face chart. Children's behaviour is monitored by recording their names underneath either face during the morning and afternoon sessions.

### **Rewards**

If a child stays on a green card all day then s/he will receive a sticker on the class chart. Ten stickers equals a reward. Children are given a choice of rewards, (e.g. 10 minutes extra computer time, art and craft activities, or special responsibilities and jobs, etc) which may be organised as an individual, group, or class activity.

### **EYFS**

In the EYFS reception class, a child needs to stay on the green card for the entire morning or afternoon session to receive a sticker on the class chart and can therefore receive up to two green stickers a day.

In the nursery, children who have their name written underneath the happy face twice in one day will receive a sticker (warm fuzzy). Names can be added to, or removed from either face throughout the day.

The classroom behaviour card system provides teachers with an easy way of recognising good behaviour. When children are allowed to choose their rewards, they are motivated to behave well and those who find it hard to manage their behaviour soon see the positive impact of making good choices.

### **Consequences**

If your child breaks a rule then s/he will receive a single verbal warning. If s/he continues to break the rules then they will have to turn a card, moving the front card to the back of the stack. The sanctions are then applied as above. If a child is on a yellow card (e.g. 10 minutes in the parallel class), they will take a behaviour monitoring slip with them to the parallel class, so that the receiving class teacher is aware of why they have been sent.

Refusal to turn a card leads to the teacher turning two cards. The children need to take a physical consequence, i.e. "turning the card" for inappropriate behaviour, so that they can truly "feel" the effect of this. At the end of the day the colour of the card on the front of the pack is recorded on a class chart and the cards are then all returned to green.

If a child receives 3 red cards per half term, they will have a meeting with a member of the senior leadership team. The parents will be informed and the Deputy Headteacher (Inclusion and Access) or Community Cohesion and Family Liaison Leader may also be involved. At this stage the school will try to work closely with parents to establish systems that effectively build a partnership between home and school, this may include placing the child on a daily report card to set targets for improvement and to monitor behaviour more closely. Parents will be expected to come with their child to school to show support for our behaviour management strategies.

A child may be referred to the Headteacher if the behaviour is extremely serious. In every case, the Deputy Headteacher (Inclusion and Access) will contact the parents. All such discussions will be recorded and kept on file so that a clear log of support, interventions and impacts can be built up and evaluated at each stage.

### **Monitoring**

The Deputy Headteacher (Inclusion and Access) monitors the charts regularly to check on possible behaviour issues.

### **New day – new start!**

It is important to us that every day is a new day, a new chance to do well. All of the cards are returned to green at the end of day so that children know that they have another opportunity to make good choices.

If parents would like more information on the card system or on how their child is doing, then they can speak to the class teacher.

## **Behaviour at playtime and lunch time**

Following our 'Canonbury Rules', we expect our children to behave well at all times – both in the building and outside in the playground.

We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. To support this we have provided sport coaching and play leadership at lunch breaks and restructured the staff to ensure that senior teachers eat with their year groups and that teaching assistants linked to a year group also accompany them to lunchtime play.

Children who use indoor voices and are kind, helpful and polite in the dining room will have their names recorded in the Top Table book by adults who are on duty in the dining hall. The recorded names will be counted and each week, 6 – 8 children will be invited sit on the Top Table and have a special lunch with a member of the senior leadership team.

Children who make good choices in the playground will have their name written in a praise book and will receive stickers from teaching assistants to reward them.

Children who become involved in over-excited play will be warned and may be asked to stand by the side of the playground for some time out to reflect upon their behaviour and “cool off”. If this is repeated behaviour and/or if the child refuses to comply with adult advice then the child may be given a ten-minute lunchtime detention the following day. If a child receives a lunchtime detention, they will be supervised by a member of the senior leadership team and will be asked to reflect on their behaviour and the choices that they would make should a similar situation occur in the future.

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

## **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

We have divided inappropriate behaviour into three categories. Examples are as follows:

- Low level – .** This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.
- Medium level -** This is behaviour that could lead to involvement of a senior teacher. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.
- High level -** This is serious behaviour that would lead to involvement of the headteacher or deputy headteacher and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

## **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 high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in his absence the Deputy Headteachers, can 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 the Deputy Headteacher, (Inclusion and Access).

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. Informal exclusion is discriminatory and unhelpful and Canonbury will not be sending children home/ asking parents to collect unless it is part of an agreed reintegration strategy. All exclusions are monitored and analysed by the Deputy Headteacher (Inclusion and Access) and any issues arising are then brought for consideration to the senior leadership team.

## **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 on School Action or School Action Plus of the SEN Register may:

- Have regular meetings with their teacher and parents/carers.
- Be placed on a 'report card' by a senior teacher, or deputy headteacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers see the form daily.
- Have targets for improved behaviour on their IEP.
- Have an individual Behaviour Plan.
- Meet regularly with the SENCo to discuss progress.

Children who have a full Statement of Special Educational Needs 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 half 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.

## **Monitoring and evaluation**

All staff will be responsible for monitoring behaviour at Canonbury, however the Deputy Headteacher (Inclusion and Access) will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported to the Pastoral and Community Committee each term.

### **Identifying and recording difficulties**

- Teachers keep records of all incidents involving inappropriate behaviour in class files.
- Staff may annotate pupil's work to highlight circumstances.
- 'Time Out' sheets are kept in class files.
- Lunchtime consequences are recorded in lunch time behaviour book.

**Recording of strategies for improvement**

- The class teacher and SENCo record targets for the pupil on his/her Individual Education Plan if the pupil is on the SEN Register.
- Pupils are awarded green stickers for sustained efforts to improve behaviour.
- 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 IEP targets.
- The pupil no longer requires a weekly report card.
- The pupil is not registered in the lunchtime behaviour book or class behaviour chart.
- The pupil has achieved green stickers for improved behaviour.

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Special Educational Needs Policy

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