



CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Behaviour Policy

Responsibility:	Head Teacher
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1.0 Behaviour Expectations Statement

To enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life are necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person, children and adults alike, is valued. We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected from everyone, within a climate of trust, mutual consideration and respect.

We aim to achieve this through partnership between pupils, community members, parents/carers and staff who are all taking responsibility for their actions and modelling clear expectations to each other.

COLPAI seeks to develop a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated from any member of our school community. At COLPAI, we have adopted the positive behaviour system based on the emotion coaching approach. This policy is intended to be consistently applied although, at times, staff will use their professional discretion.

2.0 A Whole School, Consistent Approach

At COLPAI, we believe that good behaviour for learning is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community, including teaching and site staff, parents/carers and the wider community, has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions.
- We aim to encourage high standards of learning and behaviour, emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children within our school community treat each other with mutual respect and consideration.

3.0 Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that COLPAI is a safe place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- All children, adults, parents, carers and families have the right to feel welcome, safe and secure.
- All members of our community understand and appreciate that every child has the right to learn, work and play in a friendly, safe and helpful school.

4.0 Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. In school, we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration and responsibility. Our expectation is that everyone in the school community, including pupils, will aim to follow the school rules and behave in an appropriate way at all times.

5.0 Aims:

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce and model positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

6.0 Objectives:

All Adults:

- To provide a positive role model.
- To have high expectations of themselves and the children.
- To emphasise and reward positive behaviour.
- To respond to unacceptable behaviour in a firm and consistent manner.
- To involve and inform other adults of all aspects of this policy.
- To deal with issues, concerns and complaints regarding behaviour in an appropriate fashion.

All Children:

- To understand that they are a valued part of the community.
- To understand their roles and responsibilities in terms of behaviour.
- To discuss and share what constitutes acceptable behaviour.
- To understand and know what is acceptable behaviour.
- To be responsible for behaving in an appropriate manner.
- To bring any behaviour issues to the attention of an adult.

7.0 Why Positive Behaviour Management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave, and to help them develop the strategies to make appropriate choices. We also firmly believe that we need to ensure that other children are able to develop strategies to cope when they observe or are involved in situations where another child is behaving inappropriately.

Our aim at COLPAI is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. School staff and parents/carers have a shared responsibility in setting a good example, as well as ensuring that the rules are followed.

8.0 Emotion Coaching

Staff have been trained in Emotion Coaching and will draw upon this approach to support behaviour management strategies and policy, particularly during emotionally intensive behavioural incidents. The approach supports children's emotional self-regulation, social skills, physical health and academic success. Supportive adults play an important role in empowering children to build a repertoire of internal and external socio-emotional regulatory skills that promote prosocial behaviour. Staff follow the following steps in their interactions with pupils:

- Recognising the young person's feelings and empathising with them;
- Validating and naming the young person's feelings;
- Setting limits on behaviour;
- Problem-solving.

9.0 School and Classroom Rules

The school rules are regularly referred to in assemblies and throughout the school day. They support pupils' understanding of behaviour expectations. Our COLPAI rules apply to all members of our school community and are the fundamental beliefs upon which we base our actions. These rules are displayed prominently around the school so that they can be used for reference whenever appropriate.

The school rules are as follows:

At COLPAI, we respect each other and work together.

We practise active listening so we can learn from one another.

We help and encourage each other so we can make our school a safe and happy place.

Everyone participates and co-operates to help everyone to do their very best.

We complete tasks and always try our best so we can be proud of ourselves, our learning and the progress we make.

We solve our problems and settle our arguments by talking about them so we do not hurt each other.

We are honest and kind so we can trust and respect each other.

We look after our school and our belongings so we have a lovely place to learn.

We treat each other as we would like to be treated so our school is a happy, respectful place to be.

10.0 Overview – COLPAI’s use of Class Dojo

Class Dojo is a powerful tool that promotes positive behaviour and helps students take ownership of their behaviour and learning. It was formally introduced at COLPAI in September 2024 following a trial period and an extensive consultation with stakeholders including children.

Class Dojo allows teachers to award points to children for demonstrating positive behaviours in line with our school values, such as kindness, responsibility, teamwork, and perseverance. Examples of behaviours that might earn points include helping a peer, showing respect to others, participating actively in lessons, and following our school rules.

Students receive immediate feedback when they are awarded points, helping them understand what specific behaviours are valued and encouraged. This positive reinforcement motivates them to continue making good choices. By using Class Dojo, we encourage students to develop a growth mindset by recognising effort and improvement. Whether a child tries something new, shows resilience in problem-solving, or makes progress in personal goals, points can be given to reinforce their determination. In addition to individual recognition, Class Dojo can be used to promote teamwork and collaboration. Classes may work together to reach a collective goal, earning rewards when they demonstrate positive behaviour as a group. This encourages a sense of community and shared responsibility. Class Dojo helps teachers track behaviour patterns over time. Pupils who may need extra support or encouragement can be identified, and teachers can work with them to set personal behaviour goals. Children can also reflect on their behaviour using the points system, learning to self-regulate and set personal challenges to improve.

The principles behind COLPAI’s application of this system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class, group and individual reward system
- Least intrusive approaches are used to manage behaviour (Appendix 1)
- Teaching of specific behaviours and routines

Class Dojo is a digital platform designed to support positive behaviour and classroom engagement. It provides a simple and interactive way for teachers to recognise and reward positive behaviour and track classroom progress. The platform is accessible through a website or mobile app, making it easy for everyone to stay connected. All COLPAI staff have access to every class in the school, so children’s positive choices can be rewarded by any school adult in any context, such as in assemblies and on the playground, as well as in their base classrooms.

How Class Dojo Works:

1. Digital Points System

Class Dojo operates on a points-based system where teachers can award individual students, groups, such as table groups, or the entire class with positive points for demonstrating good behaviour. At COLPAI, these points are customised to reflect behaviours and values that the school prioritises, such as respect, effort, teamwork, and kindness.

Students can also lose points for negative behaviours, helping them understand the importance of making better choices. However, the main focus is on celebrating positive actions to encourage good behaviour.

2. Instant Feedback for Students

When a teacher awards or deducts points, students can see this feedback immediately. Each child has their own avatar (a little monster character), and their points tally is updated in real-time. This motivates students to stay engaged and take responsibility for their behaviour.

3. Student Profiles and Reports

Though class teachers generally reset their class points every morning or at the start of a new school week to allow pupils a 'clean slate', each child has a personal profile that tracks their behaviour progress over time. Teachers can generate reports to review behaviour patterns; these provide valuable data for setting individual goals and recognising improvement.

4. Customisable Rewards and Goals

Teachers can customise the point system to align with classroom rules and goals. For example, a teacher might assign points for participating in discussions, or showing leadership. At COLPAI, the point system might be adjusted to reflect the current 'Skills Builder' focus. Once individual children, groups/teams or the class reach a certain number of points, they can earn rewards like class privileges or a group activity. These rewards are determined by class teachers, sometimes in consultation with senior leaders, to encourage the development of individual classroom cultures within our consistent whole-school values and approach.

11.0 Using praise to influence behaviour

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, overuse of praise can result in children not responding effectively. Practitioners are highly trained and skilled in ensuring that individual children receive the correct level of praise for their thoughts, actions and learning.

Types of Behaviours that could be praised:

Keeping the school rules and class rules	Being polite
Continued good behaviour	Meeting a target
Completing learning to the best of ability	Remaining on task
Being helpful	Moving around the school sensibly
Being kind or considerate	Listening well
Lining up sensibly	Showing improvement
Setting a good example	Demonstrating a positive attitude

13.0 Consequences/ sanctions

In-class consequences/ sanctions

- Teachers use least intrusive skills to redirect behaviour.
- If they decide deduct a Dojo point, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision.
- Teachers constantly support pupils to make their right choices so that they can recover their lost Dojo point and gain more positive points.

The following steps are taken when enacting consequences:

Warning for deduction of Dojo Point

This provides the opportunity for a pupil to start making the right choices so they can maintain their Dojo points.

Deduction of Dojo Point

This is explained to the child. Staff look for opportunities to recover the deducted Dojo point as soon as possible.

Sanction

This may include the further deduction of Dojo points. Children have Reflection Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer. Pupils complete a reflection sheet (Appendix 3). After the allocated period, the pupils resumes their work. Staff are looking for opportunities to praise the child, recognising their improved choices and behaviours by rewarding Dojo points, as soon as possible. Incidents of such behaviour must be recorded on CPOMS and monitored.

Further Sanctions

It is preferred that the vast majority of Behaviour Sanctions will be dealt with in class. It is only in exceptional and repeated cases of poor behaviour that the following may need to be used:

Reflection time in partner class

Once pupil has returned to class, they are given the opportunity for a fresh start. A more serious misdemeanour may result in a loss of playtime.

Phase leader or leadership team involvement

Pupils may be referred to the Phase Leader or Leadership Team. The staff member will record the pupil's name and action on CPOMS. Pupil behaviour will be discussed with the pupil with a view to determining outcomes, which might include:

- A. Reflection time with the phase leader or SLT member (using restorative conversation).
 - o Pupil thinks of strategies to repair situation and reports back to a member of SLT/ phase leader at the end of the day. Pupil returns to class, aiming to restore deducted Dojo points.
- B. Phone call or letter home

- Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class, aiming to restore deducted Dojo points.

B. Parent/Carer meeting

- This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

14.0 Policy on Exclusions, 'Time Out' and the Reflection Room

Should pupils exhibit unacceptable behaviour, usually unsafe or unkind behaviour, they may be instructed to attend Reflection with a senior leader at playtime. They will complete a Reflection Sheet (see Appendix 2) with support from the supervising senior leader if required. A copy of Reflection Sheets will be sent home for discussion with the pupils' parents/carers. A record will be kept of why pupils were instructed to attend the Reflection Room.

If a more serious incident occurs, pupils may be suspended or excluded from the school by a member of the senior leadership team, usually the Head Teacher or Deputy Head Teacher, in line with the Local Authority's 'Exclusion Guidelines'. Exclusion from the class may be used for different lengths of time. No pupil should be excluded & left unsupervised at any time. COLPAI's Behaviour Ladder provides a guide to scales of rewards and sanctions to support positive behaviour.

'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity; this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Head Teacher and parents/carers, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtimes/playgrounds and school trips, particularly if there are safety concerns.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion, parents/carers, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents/carers during this process and a behaviour contract may be drawn up which includes this support.

15.0 Vulnerable Pupils

During their time at school, some pupils will require extra support in managing their behaviour. At these times, the school's behaviour strategy may need to be adapted to support vulnerable pupils.

The tracking of significant or repeated incidents on CPOMs provides the Senior Leadership Team, including the SENCo/Inclusion Manager, with an overview of pupil progress and needs. This will enable targeted support for vulnerable pupils.

This information might contribute towards:

- Home school communication books;
- Individual Education and/or Behaviours Plans;

- Pastoral Support Programmes;
- Support from the SENCo.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

If a pupil is excluded from the school, this will be undertaken within the Local Authority Exclusion Guidelines. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom.

16.0 The Use of Physical Restraint

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Please see the school's policy on the acceptable use of restraint.

17.0 Curriculum

We recognise that well-planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations, we ensure that lessons are differentiated to meet pupils' needs. Through the PSHE Jigsaw programme, we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. Please see the school's Jigsaw policy.

18.0 Bullying and Racial & Sexual Harassment

Bullying

- Bullying is defined as dominance of one person by another or a group of others over a period of time. It is pre-mediated and part of a frequent pattern, rather than an isolated incident or a few incidences. Challenging behaviour must not be confused with bullying.
- Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the Senior Leadership Team since further action e.g. counselling or referral to social services, may be appropriate for either or both the perpetrator and the victim.

Bullying can take many forms and can happen on a frequent basis over the short-term or continue over a long period of time. Some specific ways in which bullying occurs are:

- Repeatedly pushing, shoving, hitting;
- Gossiping, spreading rumours and labelling another person;
- Name calling;
- Damaging, stealing or hiding property;
- Exclusion from groups or games;
- Making personal comments;
- Teasing which goes too far.

It is important that all members of staff and the wider school community recognise the above behaviour as potential forms of bullying. Bullying must not be confused with one off or rare

incidences which involve a particular person and consideration must be given as to why incidences are happening rather than immediately labelling a child or a group as a bully or bullies.

Victims may also benefit from some support or further work on assertiveness training, to be discussed with the Senior Leadership team.

Racial & Sexual Harassment

- Racial harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.
- Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender grounds and / or there is evidence of sexism.

All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.

All incidents of racial and sexual harassment should be reported to the Head Teacher. The Head Teacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.

The school's Jigsaw and RSE programmes, encompassing British Values, address these issues systematically.

19.0 Golden Book

Each week, teachers, support staff and senior leaders will enter the names of pupils in their class who have shown exceptional and exemplary behaviour. These pupils may be nominated by their peers. Senior leaders read children's names in assembly and the whole school applauds exemplary behaviour. The Golden Book is kept in the school reception area on display.

20.0 Covid-19 Addendum

In response to the Covid-19 Pandemic, the school has developed specific rules which may be implemented as required, to keep all pupils and staff safe:

How to stay safe at school

- ✓ Do listen carefully to adults and each other.
- ✓ Do wash your hands carefully and dry them with a paper towel.
- ✓ Do stay with the children and adults in your bubble.
- ✓ Do follow your adult's instructions when you are walking in the corridor, going to the playground or the toilet.
- ✓ Please don't visit other classrooms outside of your bubble.
- ✓ Do use a tissue when you sneeze or cough - 'catch it, bin it and kill it'.
- ✓ If you cough or sneeze, try not to be facing anyone else.
- ✓ Do try not to touch your mouth, nose and eyes.

- ✓ Talk to your adults straight away if you do not feel well.
- ✓ Do use your own book and pencil case.
- ✓ Listen to your adult about which resources you can use and when.
- ✓ Do listen to your adult so that you know how to play safely in the playground.
- ✓ Do go into the toilet when there is nobody else in. If somebody is in the bathroom, wait outside on the marker on the floor.
- ✓ Do try to keep a distance between you, your friends and the adults in your bubble.
- ✓ Do talk to an adult if you have any worries or questions.
- ✓ Do have fun at school and enjoy being in your bubble.

If we all work together, we can stay happy and healthy at school.

21.0 Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of CPOMs/Reflection Room sheets. This policy will be reviewed by staff on an annual basis.

Appendix 1 – Strategies to help children earn and retain Dojo Points

It is important children recognise they play an important role in gaining and maintaining Dojo points. Children need to feel that the teacher has dealt with them fairly and given appropriate opportunities for them to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

Tactical ignoring

For short period of time.

Tactical pausing

Pause, emphasises attention and focus.

Non-verbal cueing

A clear, discussed cue that gives message.

Name reminder

Integrate name into teacher talk.

Proximity praise

Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

Behavioural direction

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

Rule reminder

Could ask a question, 'what is our rule for.....?'

When.....then.....

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

Partial agreement

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... But I would like you to.....

Stuck record

I would like you to..... The rule is.....

Direct questions























'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

Directed choices

Within known rules or routines- refer back to rights roles and responsibilities.

Assertive comment / direction / command

Appendix 2 – Reflection Sheet

 Name	 Date
   What I did.	
      How I was feeling when I did it.	
      How it made other people feel.	
      How I will make it better.	