Cannon Lane Primary School

Behaviour Policy

Date reviewed by staff: March 2026

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CANNON LANE PRIMARY SCHOOL

BEHAVIOUR POLICY

Aims:

At Cannon Lane Primary School, we aim to create a welcoming, caring and safe environment where all relationships are based on respect. Our school staff have very high expectations and acknowledge that outstanding behaviour provides the foundation of a happy, safe and successful environment and contributes significantly to children's happiness and well-being. We recognise that all behaviours are a form of communication. We believe all children and staff can be supported to show high standards of behaviour in line with our intent:



We recognise that children come to school from a wide range of backgrounds and social circumstances. We are committed to treating each child as an individual whilst making every effort to maintain a consistent approach to behaviour management across the school.

Children are expected to show respect and kindness to their peers and adults, and towards school property. We work hard to promote good manners and encourage children to show a caring attitude towards others and to be responsible members of the school community.

At Cannon Lane Primary School, the UNICEF Rights Respecting School Award is at the heart of all of our values. Children and staff are expected to model these values. We believe that the following articles are particularly important:

Article 3:
All organisations concerned with children should work towards what is best for the child.
Article 12:
Every child has the right to have a say in all matters affecting them and to have their views taken seriously.
Article 15:
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 28:
Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Core Behaviour Expectation

Children, staff, parents, carers and visitors will show respect towards each other and for the school environment.

Expected standards of behaviour

At Cannon Lane, children and adults are expected to adhere to different behaviour expectations, depending on the environment and situation:

- **Classroom behaviour**

★ Every child should respect the rights of others to work and learn
★ Treat others and the classroom environment with respect and understanding
★ Be ready to work and learn
★ Listen and respond respectfully
★ Follow the Class Charter

- **Around the school behaviour**

★ Walk quietly around the school
★ On the left-hand side
★ In an orderly line
★ One step at a time (stairs)

- **End of play and lunch behaviour**

★ 1st bell – children stop and raise their hands in the air (KS1) – 'freeze' (KS2)
★ 2nd bell – children put away playtime equipment and walk to their lines
★ Classes to enter the school building when the lines are quiet and ready

At Cannon Lane Primary School, we believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

- **Adult expectations**

All adults have an important role to play in setting a good example to the children and in expecting high standards of behaviour and ensure they are following the Staff Code of Conduct at all times.

Staff need to;

★ Follow the Cannon Lane Behaviour Policy and PACE approach
★ Provide a personalised approach to the specific behavioural needs of particular children
★ Be positive and solutions-focused, presenting positive alternatives when necessary referring to the solution wheel as needed
★ Discuss behaviour with the child at their level in an appropriate space using the 'mico- script' where appropriate (see appendix 2)
★ Consistently reward positive behaviour choices

★ Encourage children to take responsibility for their actions and discuss causes and effects
★ Model expected behaviour
★ Create a safe classroom environment to foster and nurture positive relationships and learning behaviours
★ To ensure organised walking around the school, use 'point to point' system throughout the school
★ A Class Charter that has been devised collaboratively (with the children) to support the Cannon Lane Primary School values and the 'Rights Respecting' ethos.
★ Well prepared adapted and engaging lessons
★ Greet children on their arrival to the classroom
★ Never shout, use sarcasm or humiliation

Lunchtime Behaviour

- At lunchtimes, children should conduct themselves in a manner which shows kindness and respect for others and school property.
- Midday Supervisors will reward children with dojo points.
- In the dining halls, children will:
  - ★ Walk around the hall
  - ★ Speak to each other using an appropriate volume
  - ★ Sit at the table and eat their lunch
  - ★ Use cutlery correctly
  - ★ Finish eating their lunch before leaving the hall
  - ★ Ask to leave the dining hall
- Support staff and midday supervisors will organise and help children to play structured games in designated areas of the playground.
- Games or activities which are likely to lead to injury or damage to property are inappropriate and should be discouraged.
- Aggressive behaviour, use of foul language or disrespect towards adults is unacceptable and children engaging in such behaviour should be referred to a member of the Senior Leadership Team.

Responding to different levels of behaviours at lunchtime

- Lunchtime staff should deal with all problems in the following way:
  - ★ **Step 1**: use the 'de-escalation script' (*Appendix 2*) and reminding them to be respectful and kind and use the '**Solution Wheel**'
  - ★ **Step 2**: use the '*verbal reminder*' script (*Appendix 2*) and use the '**Solution Wheel**'
  - ★ **Step 3**: if the problem still continues, use the '*verbal warning*' script (*Appendix 2*) and use the '**Solution Wheel**'
  - ★ **Step 4:** adults at lunchtime dealing with the issue will inform the class teacher, who will record the incident on CPOMS by the end of the

school day. The class teacher will inform the phase leader, who will decide on the following action using the **Rainbow Levels of Behaviour** (*Appendix 1*).

- Any serious misbehaviours during playtime and lunchtimes will be reported to SLT straightaway. These misbehaviours include:
  - ★ Defying an adult (refusal to follow instructions, rudeness to adults)
  - ★ Causing concern for the health and safety of others (fighting, dangerous play)
  - ★ Behaving in a racist or discriminatory manner (gender, homophobic, gender, sexuality)
  - ★ Safeguarding concerns

Support for Pupils with Special Educational Needs and Disabilities (SEND)

For children with SEND the school recognises that behaviour can be an expression of unmet needs. Where a child's needs are identified as having an impact on behaviour we will use our best endeavours to make sure that a child receives appropriate support and intervention to meet their needs (SEND Code of Practice 2014)

Reasonable adjustments will be made to this policy in consultation with SENCo and or SLT and its implementation to ensure pupils with disabilities are not disadvantaged compared with their peers in line with the legal duties of the Equality Act 2010 and Children and Families Act 2014. Cannon Lane also refers with the Introduction – Ordinarily Available Inclusive Provision (OAIP) – London Borough of Harrow and where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Positive Behaviour Strategies - Rewards

Children respond well to praise, encouragement and feedback. The following rewards are considered good practice in the school:

Rewards	Guidance for award
Praise	✔ Demonstrating Cannon Lane values and STARS
Stickers	✔ As and when suitable and age appropriate
Class Dojos (Appendix 3)	✔ Positive learning outcomes e.g. completion of work, quality of work, etc ✔ Linked to house points ✔ Positive learning behaviours e.g effort, STARS, manners etc.
Achievement assemblies	✔ Celebrating shining STARS ✔ Reading Challenge ✔ 'Wow Writer' of the Week ✔ Times Table Rock Stars ✔ Attendance ✔ Value of the Month ✔ Handwriting award
Rights Respecting Award	✔ Adhering to the UNCRC articles
Learning Super Heroes certificates (Early Phase)	✔ Positive learning behaviours
Special Award Certificates (SLT)	✔ Work that exceeds expectations
Communication with parents	✔ Demonstrating outstanding attitudes, learning, behaviour, progress and achievement

Responding to different levels of behaviour

When dealing with incidents of inappropriate behaviour, adults should follow the PACE approach. This helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports staff to gain a better understanding of what the child is feeling.

The Four Components of PACE in this order:

Playfulness (P)
Playfulness is about creating an atmosphere of lightness and openness, rather than acting in a stern or lecturing manner. It uses a light tone of voice, humor, and joy to de-escalate tension.

Acceptance (A)
Acceptance means validating the child's internal feelings, motives, and thoughts without judging them, even if the behaviour itself is inappropriate. It is an unconditional positive regard.

Curiosity (C)
Curiosity involves gently wondering about the reasons *behind* the behaviour, rather than assuming or accusing. It is "wondering aloud" in a calm, non-judgmental tone.

Empathy (E)
Empathy is about stepping into the child's shoes, feeling their distress with them, and showing compassion. It assures the child they are not alone with their "big" emotions.



Adults in school should keep written records of incidents and behaviour . These records should clearly identify what happened, who was involved and where and when the incident occurred. Follow up actions should be clear.

Consequences for inappropriate behaviour / sanctions - Appendix 1

Consequences should be used in proportion to the offence or distress caused. Wherever possible the sanction should contribute to reflecting to understand why the behaviour was inappropriate.

Incidents of inappropriate behaviour should always be addressed promptly.
Whilst it is not always possible to prescribe a sanction for specific actions (and all incidents will be addressed on an individual basis with the Headteacher's discretion and in line with other school policies) the table provides a **guide** for managing inappropriate behaviour in school. This is **not to be used as an exhaustive checklist** as incidents will inevitably vary in context and severity.

Off-site provision and managed moves

Maintained schools have the power to direct a child off-site for education to improve their behaviour. If required, the school will apply these actions:

- ★ Identify a suitable alternative provision provider
- ★ Agree with the alternative provider the proposed length of time needed
- ★ Agree with the alternative provider measurable targets that the pupil can work towards during their stay. These targets will be both pastoral and educational
- ★ Inform parents, giving clear information about the placement including why, when, where and how it will be reviewed
- ★ Keep the placement under review and involve parents in the review
- ★ Make arrangements to return the child back to school and support them to reintegrate

A child may transfer to another school as part of a 'managed move'. Where this occurs, it does so with the consent of the parties involved, including the parents and the admission local authority of the school.

Physical intervention and reasonable force

In line with guidance from the Department for Education and KCSIE, reasonable force and physical intervention will only be used as a last resort to prevent injury, serious damage to property or to keep children safe. Any intervention will be necessary, proportionate and reasonable, using the minimum force for the shortest time. All incidents must be: Reported immediately to the Designated Safeguarding Lead (DSL) and a member of the Senior Leadership Team (SLT). They should be recorded in writing on the same day and shared with parents/carers on the same day wherever possible. The DSL will review all incidents to ensure appropriate safeguarding oversight.

Bullying

Bullying is defined as repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

★ Deliberately hurtful
★ Repeated, often over a period of time
★ Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).

The school has a comprehensive Anti-Bullying Policy and this is available to parents from the school office and on the school website. Bullying of any kind is not tolerated and will be treated very seriously. The school encourages respect and kindness and makes clear that bullying is unacceptable. This is done through a planned programme of personal, social and health education, through school and class assemblies and through the recognition of cyberbullying in computing.

Racist and Homophobic Incidents

At Cannon Lane Primary School we believe that all children and adults should show respect for others regardless of race, religion, gender and sexual orientation. We aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist or homophobic behaviour and to take steps to prevent future incidents from occurring.

We do not accept children using any form of homophobic language. The first incident of racist or homophobic behaviour will be followed up by a member of SLT

with a phone call and/or meeting with parents. Any subsequent incidents may involve the Headteacher and may result in a fixed-term or permanent exclusion.

Sexual Abuse and Harassment

At Cannon Lane Primary School, we make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and that it will not be tolerated. All staff have a comprehensive understanding of Keeping Children Safe in Education.
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Monitoring

Each class teacher is responsible for standards of behaviour in their class. The Senior Leadership Team and Safeguarding Team will monitor the standards of behaviour across the school and will report to Governors termly.

APPENDIX 1 - Cannon Lane Levels of Behaviour and Actions

Level / Warning	Example of Behaviour	Actions	Recorded?
0 **(Any staff member to action)**	• Talking over the class teacher or peers. • Distracting peers- verbal, physical etc. • Calling out • Failing to follow instructions • Not wearing the correct uniform	• Use PACE approach • Staff member to speak to child/children straight away as the behaviour happens.	No
1 **(Class teacher to action)**	• Repeated Level 0 behaviour • Answering back • Continual lack of work effort • Physical contact/rough play e.g. hitting on arm, rough play, pushing • Disrespecting the classroom environment • Disrespecting personal property and belongings • Persistent incorrect uniform • Repeated anything which interferes with the flow' of the lesson	• 3 warnings • Use PACE approach • Reflection time with 'reflect and 'reset' sheet at break (in class) ➢ age appropriate between 5-10 minutes with an adult.	Yes- by class teacher
2 **(Another adult in school to action)**	**Repeated actions already warned about**	• Use PACE approach • Reflection time ➢ age appropriate between 5-10 minutes with an adult. • Child to spend one lesson in parallel class in the year group • Class teacher to call or speak with parents/carers after school.	Yes- by adult who has dealt with it
3 **(Senior Leader to action)**	**Persistent actions already warned about** • Deliberate breaking/stealing of school property/stationery • Significant physical contact • Graffiti around the school • Low-level swearing or inappropriate language • Being disrespectful to an adult. ***(depending on the severity of the action/comment may be escalated straight to orange)***	• Child to spend all morning **OR** afternoon in the parallel class. • Reflection time -missing 20 minutes of lunchtime (age appropriate) – with SLT • • Child/children to complete 'reflect and reset' sheet. (Appendix 4) • SLT to speak to parents/carers. • Draw up individual target sheets involving the school,parents and the child.	Yes- by SLT
4 **(Senior Leader to action)**	**Persistent actions already warned about.** • Aggressive behaviour- violence towards another person e.g punching, kicking, slapping, biting (Child-on-child violence) • High level swearing • Threatening behaviour • Repetitive rudeness towards staff (verbal / actions) • Child-on-child online abuse • Sexualised language or drawings	• Missing 30 minutes of lunchtime (age appropriate)– with SLT. • Reflect and reset' sheet to complete (Appendix 4) • SLT to meet with parents/carers in person to discuss next steps • Communication book or specific support plan agreed with parents and school	Yes- by SLT

	• Racism/bullying /homophobia • Sexist/ Misogynistic behaviour		
5 **(Headteacher to action)**	**Persistent actions of all of the above already warned about.** ***(Depending on the severity of the action/comment may be escalated straight to Red)***	In cases of serious misbehaviour, the following sanctions are available to the Headteacher: • Referral to an external agency e.g. Pupil Referral Unit • Internal Exclusion • Fixed Term Exclusion (consultation with COG and LA) • Permanent Exclusion (consultation with COG and LA)	Yes-by Headteacher .

APPENDIX 2 - Micro scripts for dealing with different behaviours

Desecalation Script:

I can see you were feeling _____ (emotion). It's okay to feel that way. I would also feel _____ (emotion) if (scenario). It's okay to feel _____ (emotion), but it's not okay to _____ (behaviour). What could we do instead?

Verbal Reminder Script:

I noticed you chose to _____ (behaviour). This is a reminder that we need to be respectful to others and respect _____ (child's name) right to _____. If you choose to continue not to be respectful, then you will be given a warning. You now have the chance to make a better choice.

Warning Script:

I noticed you chose to _____ (behaviour). This is the ____ time I have spoken to you. I reminded you that we need to be respectful to others. You are not respecting _____ right to _____.

This problem will be shared with your class teacher/assistant headteacher, who will share where you are on the levels of behaviour. This may involve talking to/calling/ meeting your adults.

You now need to make a better choice. Think carefully. I know you can make better choices.

NB: if this is being dealt with by the class teacher, then the teacher will start at Level 1 of the Levels of Behaviour Chart. If this is being dealt by a different adult, then the adult will start at Level 0 of the Levels of Behaviour Chart.

APPENDIX 3 - Class Dojo Awards

Class dojo is the whole school reward system that is used by all staff at Cannon Lane. Individual Dojo points will contribute to the collective housepoints, which will also be organised on the Class Dojo system.

Number of Dojos	Behaviours
1	● Following instructions 1st time ● Saying 'please' and 'thank you' ● Lining up quietly ● Walking around the school quietly ● Following STARS ● Holding the door open ● Neat handwriting ● Being respectful ● Trying their best and showing resilience ● Helping others through acts of kindness, without being prompted to. ● Consistent focus ● Respecting the environment ● Helping a friend ● Completing exceptional work ● 'Shining' like stars ● Resolving a problem with respect ● Consistently following the school values ● Outstanding effort ● Challenging themselves ● Trying something new

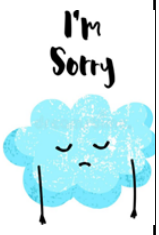
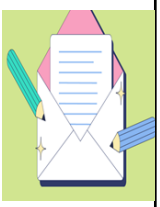
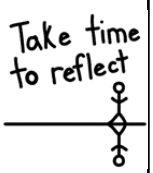
NB: Staff may award up to 3 dojo points for exceptional behaviour

Appendix 4 - Reflect and Reset Sheet

What happened?

How did it make you feel? (Circle)
❖ Angry ❖ Frustrated ❖ Upset ❖ Worried ❖ Confused ❖ Sad ❖ Bored ❖ Silly ❖ Other _____

How did it make them feel? (Circle)
❖ Angry ❖ Frustrated ❖ Upset ❖ Worried ❖ Confused ❖ Sad ❖ Bored ❖ Silly ❖ Other _____

What happens next?						
Talk about it	**Say Sorry**	**Write a letter**	**Reflection time**	**Make a plan**	**Make a change**	**Something else**
						

Share Try Aspire Respect Shine

Appendix 5- Reflect and Reset Sheet

REFLECT AND RESET SHEET

Name:	Class	Date:

REFLECT

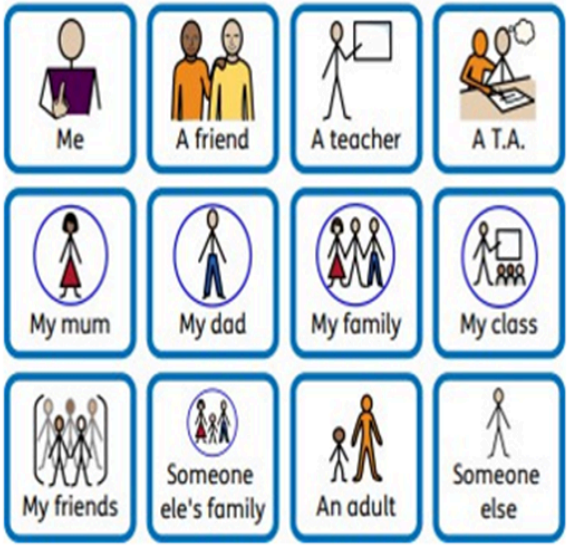
What happened?



What were you thinking or feeling?



Who has been affected?



Appendix 5- Reflect and Reset Sheet

REPAIR:

Next time I could ...

Talk to a teacher
Ask for a brain break
Fiddle with something
Count to 10
Talk to someone
Take deep breaths
Play with someone else
Sit next to someone else
Go for a walk
Make a change
Think about the zones
Something else

What are you thinking or feeling now?

sad
sorry
guilty
ashamed
unsure
scared
okay
tired
calm
better
fizzy
something else

What needs to happen to put it right?

write it down
write a letter
talk with someone
say sorry to someone
time to reflect
draw
fix something
make a plan
make a change
zones toolkit
tidy up
something else