

Captain Cook Primary School



Behaviour & Rewards Policy September 2024

Captain Cook Primary School Behaviour Policy

Aims

At **Captain Cook Primary School**, we strongly believe in creating a learning environment that promotes positive attitudes to life-long learning; celebrates the diversity in our community; embraces British and our own School Values and upholds an excellent standard of behaviour.

Principles behind the behaviour policy

Captain Cook Primary commits itself to providing a secure and happy learning environment and community for its pupils. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential. At Captain Cook Primary, we endeavour to provide those opportunities and to create those practices that best support the development and achievement of all our children. Captain Cook Primary aims to be fully inclusive in its policies, outlook and practices. The school is keen to respond to the many varied life experiences of all children and to offer support appropriately, through clear school expectations, a positive behaviour system, practical steps and plans of action.

Adults within school

Our school aims to create a positive, caring ethos and provide an engaging, secure and inspiring environment in which to learn. Adults within the school setting, including non-teaching staff and visitors to the school, have a duty to be positive role models in all areas of behaviour. We strive to nurture caring and respectful pupils who will develop an awareness of how their own behaviour affects others. At every stage of the children's education, they are taught how to further their emotional intelligence and their ability to self-regulate, empathise and recognise how to keep themselves safe.

Staff are expected to:

- Form warm, positive relationships with children that recognises them as individuals;
- Have clear and high expectations of behaviour with regular focus on positive praise;
- Embed consistent routines in the classroom;
- Model and promote respectful behaviour both in and around school;
- Manage classes effectively using approaches appropriate to pupils' needs in order to involve and motivate them;
- Speak calmly to children, modelling the courtesy and standards of behaviour expected from them;
- Listen to children's concerns and provide appropriate advice and assistance;
- Ensure that children recognise incidents are dealt with appropriately and fairly. Therefore, children will develop a deep trust to take forward with them during their education;
- Seek support if they feel necessary from colleagues or senior leaders to respond to situations that arise;
- Ensure children understand why they are being reprimanded and how to avoid this in future;
- Inform the Head Teacher and parents of any serious or ongoing behaviour issues, reporting positives as well as negatives;
- Record incidents that occur on CPOMs, so behaviour in school can be monitored effectively and reoccurrences dealt with appropriately;
- Work alongside other members of staff to make sure there are effective communication systems in place.

Parental Involvement

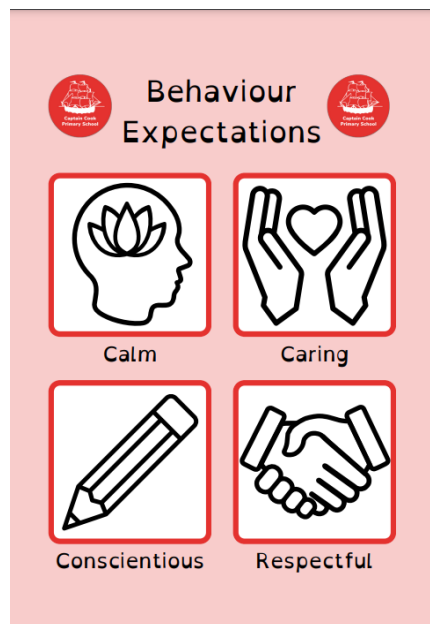
Our home-school partnership with parents and carers is vital to achieve the ideals set out in this policy. Parents and carers are highly valued and are encouraged to take an active role in the life and ethos of the school. Collectively, parents and carers share the responsibility with school staff to support and uphold the school's behaviour policy. Parents and carers are obliged to read, follow and discuss the **home school agreement** regularly with their children. They should sign the agreement as a declaration of the shared partnership. Through the use of Class Dojo, school endeavours to keep parents and carers informed of their child's success in school; this can also be a platform for regular communication between home and school.

Where a child's behaviour is causing concern in school, each case will be looked at individually, but in most cases we will consult with parents and carers in order to find a solution. We anticipate that families, for whom this is suggested, will not interpret such involvement as a criticism, but as a genuine wish to support and help with any problems or difficulties that may be present. If a child is experiencing problems, parents and carers can always discuss this with their child's class teacher, our Pastoral Lead, a member of the Senior Leadership Team or the Head Teacher. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion.

It is crucially important that school can rely on the support of parents and carers in helping us to create and maintain a positive learning environment for all.

We are proud to be part of the Captain Cook Primary School family. We work together to make our school a special place by following our school expectations. As there are only four key expectations that are referred to on a daily basis, they should be remembered easily. They are displayed in every classroom and around school for everyone to see and comply with.

Our School Expectations are:



At Captain Cook Primary School, we expect high standards of behaviour from all our children at all times. We seek to support them in developing their ability to regulate their emotions and in understanding what is deemed appropriate behaviour in all situations. We aim to maintain a high level of discipline by developing our children's self-esteem, respect for others and mutual tolerance. Staff and children alike model our school expectations and we believe that such modelling of kindness, generosity and respect cascades across our school community for everyone to understand and follow.

Personal, Social and Emotional Development in the Early Years

At Captain Cook Primary we recognise that during the first years in school, adults play a vital role in helping children to develop the positive behaviour they need for life and learning. Our EYFS environment reflects the Characteristics of Effective Learning by recognising each child as unique, fostering warm relationships with adults and creating an enabling environment where children can thrive as learners. We teach the skills children need to develop positive behaviour throughout our EYFS curriculum.

We introduce the whole school expectations in Nursery and continue this in Reception. Children are exposed to the images and vocabulary of our school expectations throughout the setting. Adults consistently model the expectations in their interactions with children and our children are coached to demonstrate them in the following ways:

CALM	CARING	CONSCIENCIOUS	RESPECTFUL
Knowing how to talk and play with others without snatching, hurting or getting cross; "Please can I have a turn?"	Showing an interest in others and their lives. "Did you have a nice holiday?"	Following classroom routines.	Using our manners when we talk with others. "Please can I...?"
Knowing how to calm ourselves down when we do feel cross or upset. "I can see you are cross. Take a deep breath and calm down."	Supporting others when they are upset. "I will look after you."	Helping to look after our setting by keeping it tidy.	"Thank you." "You're welcome."
Knowing how to stand and walk in a line. Knowing how to sit on the carpet.	Caring for living things in our environment. "Let's put the worm in the soil so it feels safe."	Following adult instructions straight away.	Making kind remarks and beginning to think about other's feelings.
		Trying hard in play and work.	Waiting, sharing and taking turns.
		Not giving up.	Looking after property, playing with things carefully.

EYFS Staff recognise that young children need to be taught **how** to manage their behaviour in different situations rather than assuming that they "just know". Children will need a lot of pre-teaching and support in all areas of school life; how to tidy up, how to sit, how to share etc. Incidents of negative behaviour need to be dealt with "in the moment" to have an effect and children need to be coached through what happened and what *should* have happened. Staff will get down to children's level when talking them through what has happened. If appropriate staff will remove children from a situation if they deem it to be effective. Children will sometimes have time away from playing, either holding an adult's hand, sitting on the carpet with a from playing but this will be done in a variety of ways and the term "time out" will not be used will always be encouraged to say sorry when it is appropriate.

Rewarding Positive Behaviour in EYFS

EYFS Staff will use verbal praise as the first and most effective way of rewarding and encouraging good behaviour. Staff narrative the positive behaviour they can see so children understand what they are doing well; for example "I like the way has their legs crossed."

In Nursery and Reception children enjoy receiving stickers, so these are used as an additional reward if appropriate. Children will always be told what they have received a sticker for so they can understand how their positive behaviour has been recognised. Nursery staff regularly keep in contact with parents face to face on the door or through messages on Dojo. Nursery staff can share the positive behaviour they have seen and support parents when children are struggling with self-regulation.

Reception staff use "The Rainbow" to help children recognise what positive behaviour looks like. Children are rewarded with "jumps on the rainbow" when they demonstrate our school expectations. Staff always explain and celebrate

children's achievements. Once children reach number 10 on the rainbow they can pick a small prize from "The Gold Box" and take it home. Parents are informed that children have reached number 10 via Class Dojo and the children start collecting jumps all over again! This is an entirely positive system which recognises the good things children have done and has been extremely effective in building positive behaviour. Children progress at their own pace. Jumps on the rainbow are never revoked and all children, including those who struggle with self-regulation, regularly achieve. It is an accessible visual reminder about school expectations and it also supports Reception children with learning the bonds to 10 as they quickly know how many more jumps they need to be in the gold! The rainbow is an excellent transition into Key Stage 1 where Dojos are collected for rewards.

Rewarding Positive Behaviour in Key Stage 1 & 2

Class Dojo

At Captain Cook Primary School, we strongly believe in creating a learning environment that promotes *positive* attitudes to life-long learning and one that upholds an excellent standard of behaviour. We believe that our *home-school partnership* is fundamental to every child realising their full potential as it provides parents with a platform to monitor and connect with their child's classroom experiences. At a whole school level, we celebrate the efforts and achievements of all our children as they earn **Positive Behaviour Points** via Class Dojo: a school reward and communication platform that brings children, teachers and parents together by supporting our teachers to encourage children in class and engage parents at home.

At the beginning of the school year, parents are encouraged to download the Class Dojo app (free of charge). Teachers use Class Dojo to give children encouragement (*Positive Behaviour Points*) for showing the behaviours and attitudes as outlined in our school expectations: **calm, caring, conscientious** and **respectful**. As teachers award Positive Behaviour Points, children are fully aware of their progress as their individual total grows. In turn, parents are immediately notified of their child's achievements via the ClassDojo app on a daily basis.

In addition to this this, teachers will also select 3 pupils who have gone above and beyond to meet the school expectations that day and have been particularly impressive. These children will achieve the 'Champion' dojo award (3 dojos) and once a child achieves 10 Champion awards, they will enjoy some juice and a biscuit with the school pastoral lead or a member of SLT on Friday afternoon.

Dojo points are monitored throughout the year so that children can be presented with bronze (250 dojos), silver (500 dojos) and gold (750 dojos) awards at Celebration Assembly (see below.)



Lunchtime Award Stickers

Staff have the same expectations for behaviour at lunchtime as at all other times of the day. Staff who are supervising the children at lunchtime, both in the dining hall and on the playground, may reward children who are meeting our expectations of being calm, caring, conscientious and respectful by awarding a 'lunchtime award' sticker.

Celebration Assembly

Pupil of the Week, Reader of the Week and Mathematician of the Week

A child awarded Reader of the Week or Mathematician of the Week at our Friday Celebration Assembly earns 3 dojo points for their consistent efforts. Parents will be informed by a notification and the child will receive a certificate and prize to take home.

Furthermore, each class teacher selects one child who has provided an outstanding example of one of our behaviour expectations (**calm, caring, conscientious** and **respectful**) or one of our school values (**discovery, adventure, resolution** and **endeavour**) to be 'Pupil of the Week.' This child earns 5 dojo points as well as a certificate and prize to take home, and parents will be informed by notification.

Dojo Certificates: Bronze, Silver and Gold

In order to mark their achievement and incentivise the children to keep collecting Dojo points, pupils who have accumulated threshold amounts of Dojo points will be awarded certificates at Celebration Assembly as follows:

Bronze Award Certificate for 250 Dojo points

Silver Award Certificate for 500 Dojo points

Gold Award Certificate for 750 Dojo points

Head boys and girls and School Prefects

At the beginning of Year 6, we look forward to appointing 2 Head Boys and 2 Head Girls. We consider the roles to be of great importance and want the chosen children to act as ambassadors for our school as well as role models for their peers and our younger pupils. During the year, they will be called upon to represent and promote our school and will meet and greet important visitors, as well as being involved in a wide range of other important and enjoyable duties such as our fundraising events, assemblies, concerts and working closely with SLT. We hope that the privilege of being chosen for roles within our pupil leadership team will help to drive their ambitions and make them leaders of the future.

Unacceptable Behaviour

Every example of poor behaviour seen, no matter how minor, is challenged with a reference to our school expectations. Constant and wilful ignoring of the School expectations may manifest itself in certain unacceptable behaviour such as:

Calm:

- Silly or boisterous behaviour indoors
- Running inside the school building
- Shouting or using raised voices indoors
- Rough outdoor play
- Threatening or physical violence to other children

Caring:

- Stopping others from learning
- Hurting other children
- Name-calling or deliberately being unkind to others
- Damaging the personal property of others, or school equipment
- Leaving equipment and belongings on classroom floors and corridors
- Giving school a bad name in the community

Conscientious:

- Refusal to tackle work set
- Completion of tasks to a low standard
- Lack of preparation for the school day
- Showing a lack of effort or resilience

Respectful:

- Direct or indirect rudeness or insolence
- Refusal to follow instructions
- Interrupting or answering back
- Using inappropriate or offensive language
- Deliberate impoliteness or failing to use basic manners
- Being dishonest

Managing Behaviour in School

All staff throughout school follow the stages set out in the ‘Behaviour Steps’ plan (*see overleaf*). A grid display (*see appendix 2*) is used in every classroom, which incorporates the Behaviour Steps and ensures a consistent approach for all staff and children across school. The display is used for teachers to monitor and record incidents of misbehaviour during the day.

Any child who continues to misbehave after the initial ‘formal warning’ from a member of staff, will have a restorative conversation with a member of staff at each further stage of the behaviour steps in order to support them in understanding how they can rectify their behaviour in order to meet expectations.

At the end of each day, the class behaviour grid is *reset* so that children begin every day with a ‘fresh start’. Each Behaviour Step outlines the protocol and consequences should misbehaviour continue to escalate. The Behaviour Steps are displayed in each classroom, ensuring that children and staff are fully aware of its implications.

CAPTAIN COOK PRIMARY SCHOOL BEHAVIOUR STEPS

<p><u>Verbal Warning</u> Give children a gentle reminder of the school expectation they are not meeting</p>	<ul style="list-style-type: none"> • During the school day, if a child breaches any of the school expectations, they will be given a verbal warning about their behaviour, which will not be formally recorded. • The teacher will explain how they have not met the school expectations and remind them that they will be given a more formal warning if their behaviour continues.
<p><u>Formal Warning</u> Agree on a strategy to improve behaviour</p>	<ul style="list-style-type: none"> • If a child continues to breach the school expectations, they will be given a warning about their behaviour and their teacher will record it on the class behaviour grid inside the ‘Warning’ column. • The teacher will once again explain how they have not met the school expectations and agree upon a strategy with the child to avoid any further escalation.
<p><u>Reset</u> Move child to another table</p>	<ul style="list-style-type: none"> • If there is another incident of misbehaviour, the child will be asked to move to a specific space or table in the classroom to avoid further disruption to the class and will be allowed back to their original seat once the teacher feels they are ready.

	<ul style="list-style-type: none"> • The teacher will record this on the class behaviour grid inside the 'Reset' column. • The teacher will hold an informal restorative conversation discussing the child's behaviour with them, encouraging positive behaviour and agreeing on a strategy to avoid any further consequence.
<p>Reflect</p> <p>Escort child to phase lead's classroom Phase lead to hold a restorative conversation with the child and record the incident on CPOMs. Class teacher to inform parents</p>	<ul style="list-style-type: none"> • If the child continues to misbehave, they will be escorted to their phase lead's classroom with work to complete and remain there until both staff members agree that they are ready to return to class. • The teacher will record this on the class behaviour grid inside the 'Reflect' column. • A formal restorative conversation will take place, which will be recorded on CPOMs alongside the class teacher's account of the misbehaviour. • The class teacher will make a phone call home or speak in-person with parents/carers at the end of the day to inform them of the misbehaviour.
<p>Report</p> <p>Escort child to HT office HT or PL to hold a restorative conversation and record the incident on CPOMs. HT or PL to call home 'Behaviour Monitoring Card' implemented if necessary</p>	<ul style="list-style-type: none"> • If a child continues to misbehave, the child will be removed from the classroom and escorted to the Head Teacher (HT) or Pastoral Lead (PL) with whom they will complete their learning for the rest of the day. • The teacher will record this on the class behaviour grid inside the 'Report' column. • Another restorative conversation will take place, which will be recorded on CPOMs alongside the class teacher's account of the misbehaviour. • A phone call home will be made by the Head Teacher or Pastoral Lead to discuss matters further. • At this stage, the possibility of implementing a 'Behaviour Monitoring Card' will be proposed should the behaviour continue to cause concern. • Any child who is sent to the Head Teacher on three occasions in a term will be automatically placed on a 'Behaviour Monitoring Card' and parents will be invited into school to discuss matters further. • If a child has been directly involved in physical, racial or verbal abuse (<i>including threatening behaviour</i>) towards another child or adult, or deliberately causing damage to school property, they should be immediately escorted to a member of SLT or the Pastoral Lead. Depending of the severity of the child's actions, a fixed-term exclusion will be seriously considered as well as implementing a 'Behaviour Monitoring Card' for safeguarding and monitoring purposes.
<p>Behaviour Monitoring Card /Behaviour Report Card</p>	
<ul style="list-style-type: none"> • A Behaviour Monitoring Card will be implemented after a pattern of persistent behaviour has been identified. • A Behaviour Monitoring Card can be used – in consultation with SLT and parents - if a class teacher wishes to focus on a specific aspect of behaviour, including playtimes and lunchtimes. • If there is no improvement in behaviour, or if there is a serious incident, the child will be moved onto a Behaviour Report Card. Parents will be invited into school upon implementing a Behaviour Report Card to discuss how it will be used and shared with home. • At the end of each day, the Behaviour Report Card will be sent home for parents to comment. 	
<p>General Expectations</p>	
<p>*Staff must have clear rules and routines for behaviour in the classroom and moving around school as outlined in the school expectations. * Staff must be responsible for their own actions, behaviour and conduct, avoiding any unnecessary contact with children, which may</p>	

lead any reasonable person to question their motivation and intentions.

*At the end of each day, the class behaviour grid is reset (but monitored) so that children begin every day with a 'fresh start'. Each Behaviour Step outlines the protocol and consequences should misbehaviour continue to escalate. The Behaviour Steps are displayed in each classroom, ensuring that children and staff are fully aware of their implications.

Exclusion

We do not normally consider exclusion as an appropriate tool for supporting children, unless there has been serious breach of school expectations or where the health and safety of pupils or staff is at risk. However, where behaviour has reached an unacceptable and inoperable level and where all other avenues have been explored, the Head Teacher may decide to exclude a child. In the absence of the Head Teacher the next most senior teacher can decide on exclusion. Parents or carers will be contacted to take the child home as soon as practically possible after the incident. Fixed-term exclusions will be implemented and reported following LA and government procedures. Following the period of exclusion, parents or carers will be asked to bring the child back into school the next day to meet with the Head Teacher and Pastoral Lead. Targets for improvement will be agreed at this meeting.

Behaviour Monitoring Cards and Behaviour Report Cards

When an issue regarding a child's behaviour has been reported, the information is recorded onto **CPOMS**; this is regularly monitored by Senior Leaders. Additionally, each class's behaviour grids are analysed regularly by members of the school's SLT. If a pattern of persistent behaviour has been identified by the class teacher and/or SLT, this will be discussed with parents along with implementing a **Behaviour Monitoring Card**. Class teachers will complete the Behaviour Monitoring Card and, at the end of each day, the child will take the completed card to a member of SLT for comment. Completed Behaviour Monitoring Cards will be retained by Phase Leaders, and the child's behaviour will be reviewed regularly to establish whether there has been an improvement.

If, after an agreed period of weeks, concerns remain about the child's behaviour, a **Behaviour Report Card** will be implemented. Parents will be invited to attend a meeting to discuss the Behaviour Report Card, together with any other steps deemed necessary to support behaviour. Class teachers will complete the Behaviour Report Card and, at the end of each day, the child will take the completed card to a member of SLT for comment. The Behaviour Report Card will then go home with the child for parents to add their comment, and will be returned to school the next day.

Lunchtime

At the end of lunchtime, lunchtime supervisors are asked who has demonstrated positive behaviour and also to inform class teachers of any incidents that have occurred and may need addressing. Expectations stickers are to be awarded to children who display behaviour which meets expectations, and class teachers will award these children Class Dojos accordingly.

The '**Behaviour Steps and Rewards for Lunchtime Staff**' outlines the protocol and consequences should misbehaviour continue to escalate. Lunchtime staff are made fully aware of this policy, ensuring that children and staff understand its implications.

Behaviour Steps and Rewards for Lunchtime Staff



Step 1

- Child to be given a verbal warning and lunchtime supervisor to explain to the child what they expect them to do.

Step 2	<ul style="list-style-type: none"> • If there is another incident of misbehaviour, the child will accompany the lunchtime supervisor for 5 minutes. During which time they will discuss why they are there and what they can do to put it right.
Step 3	<ul style="list-style-type: none"> • If the child continues to misbehave, lunchtime supervisor should inform the pastoral lead (or a member of SLT) with whom they will stay for the remainder of lunch time. • Before the child returns to class, a restorative conversation will take place with PL or a member of SLT. • A phone call home will be made by PL or a member of SLT.
Notes to remember:	
<ul style="list-style-type: none"> • If a child is fighting, using foul and or abusive language or causing harm to another child or staff, a member of SLT or the Pastoral Lead will be immediately notified via radio or at the quickest convenience. The incident will then be recorded on CPOMs. • Any child who is involved in <i>three</i> separate 'Step 3' incidents during a <i>term</i> will be issued a 'Behaviour Monitoring Card' for lunchtimes. 	
Rewards	
<ul style="list-style-type: none"> • Stickers can be awarded to a child for displaying calm, caring, conscientious or respectful behaviour. Any child awarded a sticker at lunchtime will be awarded a Dojo by their class teacher at the end of lunchtime. 	

Nurture groups and split lunchtimes

For children in KS1 whose behaviour is providing cause for concern or who have difficulty socialising during lunchtime, a nurture group place is provided. This is led by teaching assistants and allows children to socially interact with others through structured play. For KS2 children whose behaviour at lunchtime is persistently problematic, it may be decided to place these children on a 'split lunchtime'. This means that they will spend half of their lunchtime inside for a set period of time.

Captain Cook Primary School

Behaviour Steps



PERFECT!

You are trying hard and following our school

VERBAL WARNING

**You are not meeting the school expectations.
Your teacher will remind you what you need to do.**

FORMAL WARNING

**You are still not meeting the school expectations.
You will agree a strategy with your teacher to help you im-
prove.**

RESET

**You are still not meeting the school expectations.
You will be asked to move to another space in your class-
room.
Your teacher will have an informal restorative conversation
with you.**

REFLECT

**You are still not meeting the school expectations.
You will be escorted to another classroom.
You will have an formal restorative conversation with your
phase lead.
Your class teacher will make a phone call home.**

REPORT

**You are still not meeting the school expectations.
You will be escorted to Mrs Young's office to work for the
rest of the day.
A phone call home will be made by Mrs Young or Mrs Lake.
You may be put on a Behaviour Card.**

