

Captain Cook Primary School



Behaviour Policy

December 2019

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Aims

We aim for Captain Cook pupils to become independent learners, motivated by their natural curiosity about the world in which they live. We want them to like themselves and to behave in a caring and responsible way.

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 achievement of personal potential. Captain Cook Primary aims to be inclusive in its policies, outlook and practices and has a concern for every individual within its community. The school is keen to respond to the many varied life experiences of all children and offers support appropriately, through practical steps and plans of action.

Adults within school

Our school aims to have a positive, caring ethos and provide a challenging well-planned education. Adults within the school environment, have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. The goal is to develop caring, successful pupils with a high self-regard and self-belief, positive esteem and an awareness of appropriate behaviour in all social and academic contexts.

Staff are expected to:

- Have clear rules and routines for behaviour in the classroom;
- Have high expectations of behaviour;
- Take responsibility for promoting good and courteous behaviour both in the classroom 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;
- Form good relationships with children that recognises them as individuals;
- Listen to children's concerns and provide appropriate advice and assistance;
- Ensure that children recognise incidents are dealt with appropriately and fairly and therefore will develop a deep trust to take forward with them as they develop. Staff should 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/attitude issues, reporting positives as well as negatives;
- Record incidents that occur in 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 partnership with parents/carers is highly valued and they are encouraged to take an active role in the life of the school. It is their responsibility to support the school's behaviour policy, and to actively encourage their child to be a positive member of the school, following our school rules. Parents/carers are requested to read, follow and discuss the home school agreement regularly with their children. They should sign the agreement as a sign of shared partnership. Where a child is causing concerns regarding their behaviour in school, each case will be looked at individually, but in most cases we will need to involve parents/carers in order to tackle the problem with full support wherever possible. We hope that families for whom this is suggested, will not take it as a criticism, but as a genuine wish to help with any problems that may be present.

If a child is experiencing problems, parents/carers can always discuss this with their child's class teacher, our Welfare Assistant, 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 important that we have the support of parents/carers in helping us create and maintain a positive learning environment.

We are proud to belong to Captain Cook Primary School. We work together to make our school a special place by following our school rules. As there are only a few, they should be remembered easily. They are displayed in every classroom for everyone to see and comply with.

Our School Rules are:

**We are gentle.
We are kind and helpful.
We listen.
We are honest.
We work hard.
We look after property.
We keep our voices low inside.**

This means:

- 1. We are friendly, kind and like to share, we know how to take turns.**
- 2. We listen carefully.**
- 3. We are always polite and have good manners.**
- 4. We make good choices and think before we act.**
- 5. We aim to do our best every time.**
- 6. We work together to solve problems.**
- 7. We look after our own, others' and the School's property.**
- 8. We respect the right of others to their own opinion, culture and beliefs.**

At Captain Cook Primary School, we expect high standards of behaviour from all our children at all times. We aim to maintain a high level of discipline by developing in our children self - respect, respect for others and mutual tolerance. We hope that by setting clear rules with children, and modelling kindness and respect this will encourage others to understand and follow.

- **We are good friends; we don't leave people out in games or call them a name that will upset them or make them feel bad about themselves.**
- **We never fight or hurt anyone. If we have a problem, we talk about it with an adult in school.**
- **We do not call anyone by racist, sexist or homophobic name or make anyone feel left out.**
- **We give everyone a chance to speak by taking turns and not interrupting.**
- **We listen to school staff and ask for help if we don't understand.**
- **We always use good manners.**
- **We do as we have been asked the first time.**
- **We try hard with every piece of work and concentrate on it without distracting others**
- **We never damage anything that does not belong to us.**

Unacceptable Behaviour

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

Lack of Respect for Adults:

- Direct or indirect rudeness or insolence
- Answering back
- Interruption
- Refusal to obey instructions

Lack of Respect for others

- Stopping others from learning
- Physical violence to other children

Disruptive Classroom Behaviour

- Deliberate refusal to tackle work set
- Deliberate damage to school equipment and property

Inappropriate Language at any time

Managing Behaviour in School

All staff throughout school should follow the stages set out in the 'ships and rocks' plan. A SMART display should be used in every classroom. This will ensure continuity for all staff and children, particularly during PPA cover.

The stages are as follows:

	In the classroom	Lunchtime
Step 1: Verbal Warning (Child moves onto the warning rock)	If a child is causing disruption in the classroom and affecting learning, the child should be reminded about our school rules and a need to work quietly and sensibly. They will also be told about the consequences if they choose to disregard the advice.	If this happens during lunchtime, Lunchtime Supervisors will remind the child about the need for good behaviour and to play sensibly with others.
Step 2: <i>(Second Rock: Lose 5 mins of Treasure Time)</i>	If a child continues to disrupt learning, they will be asked to work by themselves in the classroom on a table away from other children. They should be reminded if they choose to continue disrupting learning; they will be taken to another classroom to complete their work.	If the child continues to misbehave, They will be asked to walk around with a Lunchtime Supervisor to explain their actions. Staff will use this opportunity to remind the child about consequences. If the child continues again, use the 'Fresh Face Approach' this gives the child another opportunity to hear the same message that their behaviour is unacceptable. They will be told if they choose to continue with this unacceptable behaviour, they will be put on a rock. This information should be passed to the class teacher.
Step 3: <i>(Third Rock: lose 5 more mins of Treasure Time)</i>	If the child continues to disrupt learning, they will be taken to a previously agreed teacher's classroom by a member of staff. They will need to take work which can be completed independently so there are no disruptions to the other class. The child will be told when to return to their own classroom.	If the child decides to disregard this advice and carries on with their unacceptable behaviour, they should be taken immediately to Mrs Lake who will decide if they need to be taken to a member of the Senior Leadership Team covering lunchtime. This information should be passed to the class teacher. The member of staff will decide what happens next. These are the steps they should take: <ol style="list-style-type: none"> 1. Give the child some time out in an area where they are clearly supervised. 2. Record the incident on CPOMS 3. If it is a serious matter, they may need to inform parents/carers about what has happened. 4. Inform Class Teacher/s of the children involved. 5. Decide on a suitable punishment i.e. split lunchtimes or missing break time etc. If this is a continuous problem, they may have to consider putting the child on a behaviour monitoring card.

Step 4: (<i>Fourth Rock: lose 5 more mins of Treasure Time</i>)	<p>When the child returns to their own classroom, they will be reminded about the need to improve their behaviour. If they choose to continue disrupting learning, they will be taken by a member of staff a Phase Leader who will talk to them about the consequences. They may also take the opportunity to discuss using a report card if there are any further incidents.</p> <p>Lower School: Mrs Acheson or Miss Martin Upper School: Mr Brown</p>	
Step 5: <i>Classroom Report Card</i>	<p>The child's behaviour will be carefully monitored over a period of time. If there are no improvements, the child will be placed on a behaviour report card. Depending on the seriousness of the incidents, the teacher may decide to use the Class Report Card. The Report Card will be monitored in class by the teacher. If the child's behaviour improves, they can be taken off report; if there is no improvement, they should progress to Report Card 1.</p>	
Step 6: <i>Report Card 1</i>	<p>A more serious incident would require Report Card 1. At the end of each day, the child should take the report card to a Phase Leader. They will talk to the child about their behaviour and set expectations for the next day if there have been any issues during the day.</p>	
Step 7: <i>Report Card 2</i>	<p>If after Report Card 1 has been issued, there is no improvement in the child's behaviour, they will see the Head Teacher or Assistant Head Teacher. Parents/carers will be invited into school to discuss their child's unacceptable behaviour. The child will be put on Report Card 2. Parents/carers will be asked to make sure the card is taken home and returned to school the following day. They will be asked to talk to the child about the comments they have received during the school day and sign to say they have seen it. At the end of the week, all completed cards should be handed to the Phase Leader.</p>	

Behaviour Monitoring

When an issue regarding a child's behaviour has been reported, the information is recorded onto CPOMS; this is regularly monitored by Senior Leaders. If regular incidents occur, the child will be designated a behaviour mentor from the Senior Leadership Team. They will meet with the child once every half term and complete a behaviour review on CPOMS. 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. This will be discussed with parents. For children in KS1 or EYFS 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.

Safeguarding

If a child is causing a danger to themselves or others, a member staff who has been 'Positive Handling' trained will be called to support. They will assess the situation and use strategies they have been taught during their 'Positive Handling' training designed to reduce anxiety, risk and restraint.

School Trips and Residential Visits

We usually find that children behave exceptionally well on visits and residential however, there may be times when it is necessary to stop children going on visits and trips if good behaviour cannot be guaranteed.

Rewarding Positive Behaviour

Classroom Rewards: For children who have stayed on board their ship all week, they will be rewarded with 'Treasure Time'. Treasure Time is a weekly timetabled slot of 30 minutes. During this time, the child can choose an activity they would like to do. The activities available will change on a regular basis with an opportunity to include current themes where possible.

Lunchtime Rewards: During lunchtime, the Lunchtime Supervisors will carry some 'Golden Coins' with them. When they see positive behaviour, play or good manners, they will reward the child with a 'Gold Coin'. The children place the gold coins in the classroom box and they are counted out at the end of each week. At the end of each week, the class with the most gold coins will receive an extra treat during Treasure Time.

Lunchtime Awards

A child is picked by each member of the SLT Team and a certificate is given in Celebration Assembly each week.