

Captain Cook Primary School



Behaviour & Rewards Policy 2022

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 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 offers support appropriately, through clear expectations (*outlined within the School Rules*), 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, well-planned education. Adults within the school environment have a duty to be positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. We strive to nurture caring and respectful pupils who will develop their 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:

- 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. Therefore, children will develop a deep trust to take forward with them during their education;
- 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 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 share the responsibility with school staff to support and uphold the school's behaviour policy.

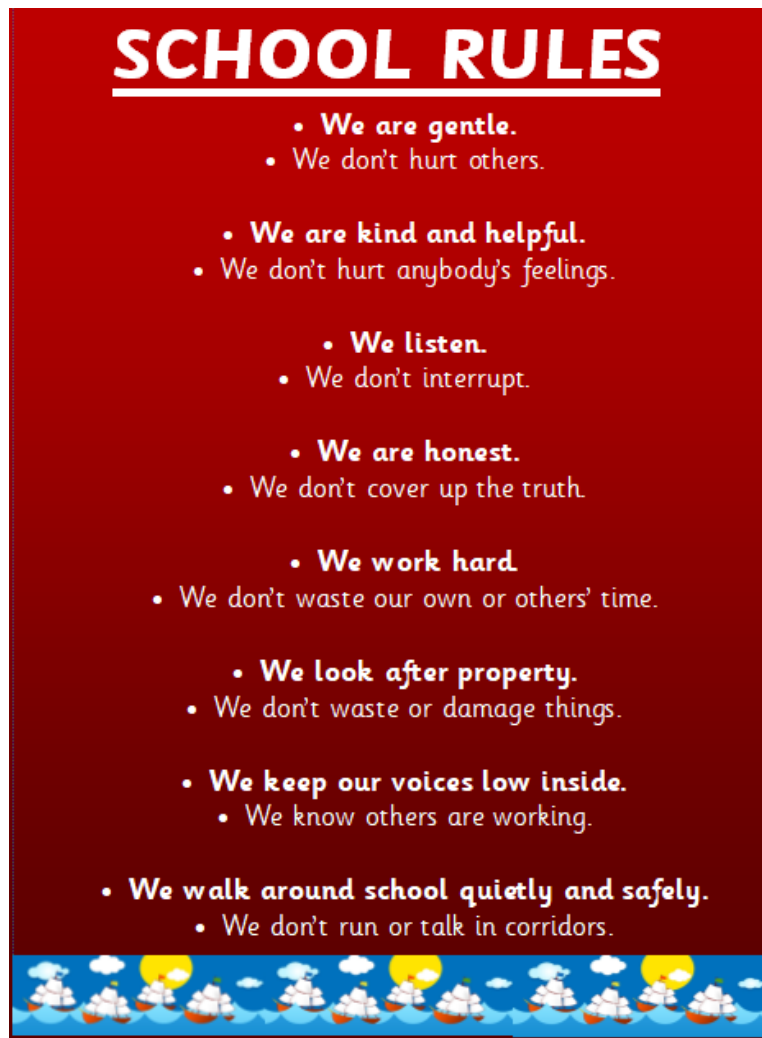
Parents and carers are obliged to read, follow and discuss the **home school agreement** regularly with their children. They should sign the agreement as a declaration of the shared partnership. Where a child's behaviour is causing concern in school, each case will be looked at individually, but in most 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 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 eight, they should be remembered easily. They are displayed in every classroom for everyone to see and respectively comply with.

Our School Rules are:



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 our children's self - esteem, respect for others and mutual tolerance. Staff and children alike model our school rules and we believe that such modelling of kindness, generosity and respect cascades across our school community for everyone to understand and follow.

Unacceptable Behaviour

Every example of poor behaviour seen, no matter how minor, is 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 follow instructions
- Using inappropriate or offensive language
- Deliberate impoliteness

Lack of Respect for others

- Stopping others from learning
- Threatening or Physical violence to other children
- Using inappropriate or offensive language
- Damaging the personal property of others
- A lack of consideration or regard for a child's feelings

Disruptive Classroom Behaviour

- Deliberate refusal to tackle work set
- Deliberate damage to school equipment and property
- Using inappropriate or offensive language

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*) 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.

During the morning, any child who continues to misbehave after the initial 'warning' from a member of staff, will consequently lose minutes from their *play* at lunch time or during the afternoon on that same day. All children who are placed on a 'minutes consequence' are encouraged to regain their 'lost minutes' and agree strategies to improve their behaviour during restorative conversations with their class teacher, our Pastoral lead or a member of SLT.

During the afternoon, children who are placed on a minutes consequence and fail to regain the time will spend the time lost in class (5 minutes) or with a member of SLT or the Pastoral Lead (10/15+ minutes) at 2:45pm.

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

Warning <ul style="list-style-type: none"> • Agree upon a strategy to improve behaviour 	<ul style="list-style-type: none"> • During the school day, if a child breaches any of the school rules, they will be given a warning about their behaviour and their teacher will mark a (/) on the class behaviour grid. • The teacher will explain the reason why and agree upon a strategy with the child to avoid any further escalation.
5 minutes consequence <ul style="list-style-type: none"> • Move to another table • Loss of 5 minutes • Restorative conversation 	<ul style="list-style-type: none"> • If there is another incident of misbehaviour, the teacher will mark a (/) on the class behaviour grid inside the '5 minutes consequence' box. The child will be asked to move to a specific space or table in the classroom to avoid further disruption to the class. They will remain there for the rest of the lesson. The teacher will remind the child of the agreed strategy to avoid any further consequence and to encourage positive behaviour. • At this stage, the teacher will clearly explain to the child that they will incur a loss of 5 minutes play at lunchtime or at the end of the school day should they not correct their behaviour. • At lunchtime, children who are placed on the '5 minutes consequence' will remain with their class teacher for 5 minutes to agree on ways in which their behaviour will improve (restorative conversation). • During the afternoon, children who are placed on the '5 minutes consequence' will be asked to move to a specific space or table in the classroom to avoid further disruption to the class. They will remain there for the rest of the lesson. The class teacher will hold a restorative conversation (5 minutes) before home time.
10 minutes Consequence <ul style="list-style-type: none"> • Escorted to another classroom • Restorative conversation • Loss of 10 minutes • CPOMs (class teacher) • Phone call home (class teacher) 	<ul style="list-style-type: none"> • If the child continues to misbehave, they will be escorted to another classroom with work to complete and remain there until the end of the lesson. The teacher will mark a (/) on the class behaviour grid inside the '10 minute consequence' box. • At this point, a member of SLT or the Pastoral Lead will be notified (via radio or TA). Then a restorative conversation will take place, which will be recorded on CPOMs (immediately) alongside the class teacher's account of the misbehaviour. • When a child returns to the classroom, which will be the next lesson, they will remain on a 10-minute consequence but should be actively encouraged to earn their time back throughout the day. • At lunchtime, all children who are placed on the '10 minute consequence' should be sent or escorted to a member of SLT or PL with the '10 minute consequence card'. • During the afternoon, children who are placed on the '10 minute consequence' should be sent or escorted to a member of SLT or PL at 2:45pm with the 10 consequence card'. • In addition, the class teacher will make a phone call home or speak in-person with parents or carers at the end of the day to inform them of the misbehaviour.

15 minutes consequence

- Escorted to HT office
- Restorative conversation
- Loss of 15 minutes
- CPOMs (class teacher & HT/PL)
- Phone call home (HT/PL)
- Parent conversation in school
- 'Behaviour Monitoring Card' implemented if necessary

- If a child continues to misbehave, the teacher will mark a (/) on the class behaviour grid inside the '15 minute consequence' box. The child will be removed from the classroom and escorted to the Head Teacher or Pastoral Lead with whom they will complete their learning for the rest of the day.
- 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 with the view to coordinate a meeting in school with parents or carers.
- 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 for *three* 15-minute consequences 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 (*including threatening behaviour*) towards another child/children or an adult or deliberately causing damage to school property, the child 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.

Behaviour Monitoring Card

- This will be implemented after a serious incident, or regular incidents of misbehaviour, e.g. 3 occasions of time spent with the Head Teacher / Pastoral Lead.
- 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, i.e. playtimes and lunchtimes.
- Parents will be invited into school upon implementing the Behaviour Monitoring Card to discuss how it will be used and shared with home.
- At the end of each week, a copy of the Behaviour Monitoring Card will be sent home.

General Expectations

*Staff must have clear rules and routines for behaviour in the classroom and moving around school as outlined in the school rules. * Staff must be responsible for their own actions, behaviour and conduct, avoiding any unnecessary contact with children, which may lead any reasonable person to question their motivation and intentions.

**All teaching staff reserve the right to increase or decrease the amount of minutes lost for the children in their class; the teacher is able to reduce the time-allotted consequence at their own discretion depending on the child's actions and conduct.*

*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.

Exclusion

We do not normally consider exclusion as an appropriate tool for supporting children, unless there has been serious breach of school rules 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.

Lunchtime

At the end of lunchtime, lunchtime supervisors are asked who has demonstrated positive behaviour, play or good manners; they will inform the class teacher who will then award a Dojo.

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	
<p>Step 1 A positive reminder is given to the child/children about making good behaviour choices.</p>	<ul style="list-style-type: none"> • Verbal warning • Remind the child about the need for good behaviour during lunchtime.
<p>Step 2 5 minutes consequence</p>	<ul style="list-style-type: none"> • If there is another incident of misbehaviour, the lunchtime supervisor will contact the pastoral lead who will issue a '5 minutes' consequence. This will involve the child losing 5 minutes of their lunchtime and holding a restorative conversation. The 5 minutes consequence will then be transferred onto the class Behaviour Grid. • At this stage, should the child correct their behaviour, staff reserve the right to revoke the consequence.
<p>Step 3 10 minutes consequence</p>	<ul style="list-style-type: none"> • If the child has not acknowledged and corrected the behaviour for a third time, lunchtime supervisor or the pastoral lead should inform the senior leader on duty. • The child will incur a loss of 10 minutes on the Behaviour Grid. • At this point, they will be taken to the member of staff on duty who they will stay with for the rest of lunchtime. • Before the child enters the classroom, a restorative conversation (10 minutes) will take place with a member of SLT or the Pastoral Lead. • A phone call home will be made by a member of SLT or PL on the same day.
<p>Notes to remember:</p> <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. 	
<p>Rewards</p>	
<ul style="list-style-type: none"> • Stickers can be awarded to a child for good manners, eating their lunch or general pleasant behaviour. A child receiving a lunchtime sticker will also be given the corresponding Dojo 	



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. 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 along with implementing a **Behaviour Monitoring Card**. 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 – *please see Safeguarding policy.*

School Trips and Residential Visits – *please see Safeguarding policy.*

Rewarding Positive Behaviour

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 celebrate the efforts and achievements of all our children as they earn **Positive Behaviour Points** via ClassDojo: a school communication platform that brings children, teachers and parents together.

Positive Behaviour Points and ClassDojo

ClassDojo is a school reward and communication platform that supports our teachers to encourage children in class and engage parents. Teachers use ClassDojo to give children encouragement (*Positive Behaviour Points*) for showing various behaviours and attitudes - like independence, positivity, teamwork and resilience.

As Teachers award Positive Behaviour Points, our children are fully aware of their progress (*number of points earned*) as their individual total grows. In turn, parents are immediately notified of their child's achievements via the ClassDojo app on a daily basis. 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.

There are *four* guiding principles of our **Positive Behaviour Points** system:

Creating a positive culture

Teachers will use regular, positive feedback, linked to our school rules and values, to encourage children and to give positive recognition for their efforts and achievements.

Foster a pupil-driven classroom

The Children, in collaboration with their class teacher, will suggest and decide upon Positive Behaviour Points for their class. This will allow the children to have greater ownership over the Positive Behaviour Points, which they feel are most important and relevant to their age and class.

At the beginning and at various stages during the school year, children are encouraged to discuss the points, which they believe are the most important to their classroom community. Subsequently, those Positive Behaviour Points are woven into the fabric of the classroom reward system and expectations.

Promoting a home-school partnership

Once connected, parents will be able to share in their child's learning experiences and achievements as they receive notifications.

Teachers and parents will be able to collaborate better to support the children to thrive both in and out of the classroom.

Collaborate with others

Classrooms will work together as part of the whole school community to encourage and promote shared school rules and values.

Teachers and School Leaders will collaborate with one another, helping colleagues in school to share and celebrate the progress and achievement made by the children through assemblies.

Agreed Positive Behaviour Points (per phase):

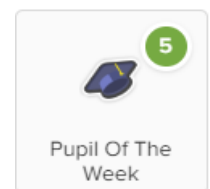
To establish a '*pupil-driven classroom*', these points are discussed in class and agreed upon at the beginning of a school year. Many teachers will decide to include additional Positives Behaviour Points as the children become more familiar with the *skills and behaviours* that develop their learning.

Our school rules are fully integrated within the points awarded. The children and class teacher then agree on any additional Positive Behaviour Points.

Depending on the age of the children, the additional Positive Behaviour Points (*bespoke to a class*) may differ and class teachers will make the final decision on the *appropriateness* and *suitability* of such *points* proposed by the children.

'Pupil of the Week', Maths Star & Reader of the Week

A child awarded pupil of the week, maths star or reader of the week earns 5 points for their consistent efforts over the course of a full week. Parents will be informed by a notification and the child will receive a certificate to take home.



At the end of each term the child who has been awarded the most Dojos in their class is given a special certificate and a voucher.

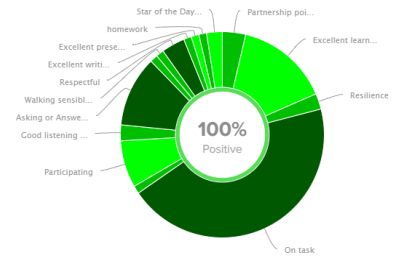
Celebrating Good Behaviour

Parental involvement



ClassDojo informs parents of their child's **Positive Behaviour Points** as they are awarded. At the beginning of the school year, parents are encouraged to download the ClassDojo app (free of charge). The app is the gateway to their child's behaviour platform. Within the app, parents are able to view their child's behaviour report, which gives a visual representation of the points awarded.

Individual report on a child's Positive Behaviour Points



iPad support

To award Positive Behaviour Points within the classroom, each class teacher uses an iPad (*along with their class PC*) so they are able to award points immediately or at the nearest possible time. As teachers are interacting with the children during lessons, the iPad (in-hand) provides the means to give feedback to the children in recognition of their achievement. To support the class teacher, the Teaching Assistant or Behaviour Ambassador in each class may be given the responsibility of awarding the Positive Behaviour Points on behalf of the teacher and only when the consent of the teacher is given.

Head children 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.



Team Teach is an accredited, award-winning provider of positive behavioural management training.

Team Teach strategies equip staff with the tools they need to understand behaviour, manage challenging situations in the classroom, and minimise serious incidents.

The focus is on de-escalation and communication strategies, which allow challenging behaviours to be transformed into positive outcomes without physical intervention.

If Team Teach strategies are used it will be documented on a post incident form, and locked away. Restorative conversation will be had after the incident.

The lead Trainers in school Mrs Jemma Lund(HLTA) with the support of Mrs Rachel Lake(Pastoral Lead)

Recently Accredited September 2022:

Mrs Rachel Brereton(SENCO)

Mrs Jaqueline Bareham(SEN HLTA)

Miss Katy Cummings(1:1 TA)

Miss Jessica Kemp(1:1 TA)