Captain Cook Primary School

Behaviour & Positive Relationships Policy
September 2026

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 Seesaw and an open door culture, school endeavours to keep parents and carers informed of their child's success in school; Seesaw 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 ail 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 particularly 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?" 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." Knowing how to stand and walk in a line. Knowing how	Showing an interest in others and their lives. "Did you have a nice holiday?" Supporting others when they are upset. "I will look after you." Caring for living things in our environment. "Let's put the worm in the soil so it feels safe."	Following classroom routines. Helping to look after our setting by keeping it tidy. Following adult instructions straight away. Trying hard in play and work. Not giving up.	Using our manners when we talk with others. "Please can I…?" "Thank you." "You're welcome." Making kind remarks and beginning to think about other's feelings. Waiting, sharing and taking turns. Looking after property, playing with things carefully.

to sit on the carpet.			

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 across school

At Captain Cook Primary School, we strongly believe in creating a learning environment that promotes positive attitudes towards lifelong learning and upholds an excellent standard of behaviour. We believe that positive recognition plays an important role in developing children who are confident, motivated and proud of their choices.
Our approach is centred around our four behaviour drivers:

- Calm
- Caring
- Conscientious
- Respectful

We also recognise children who demonstrate our school virtues:

- Curiosity
- Honesty
- Ambition
- Resilience
- Teamwork
- Equity
- Responsibility

Throughout the week, staff award behaviour tokens when they recognise a child demonstrating one of our behaviour drivers or showing one of our school virtues. The emphasis is on recognising the behaviour itself and helping children understand the positive choices they are making.
Children collect their tokens throughout the week. During our Celebration Assembly, one token is selected at random from each phase. The child whose token is selected is invited to choose a prize from our prize table.
It is important that the token itself is the recognition and reward for the positive behaviour. The prize is an additional bonus and is not the reason the behaviour is recognised. This ensures that our approach remains focused on developing positive attitudes, behaviours and values rather than encouraging children to behave well simply to receive a material reward.
Our system allows all children the opportunity to be recognised for making positive choices and demonstrating the behaviours and virtues that are central to our school culture. It also provides regular opportunities to celebrate children who consistently contribute positively to our school community.
Through this approach, we aim to ensure that positive behaviour is noticed, valued and celebrated, while supporting children to develop the intrinsic motivation to demonstrate our behaviour drivers and virtues because they understand their importance.

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 Seesaw. Nursery staff can share the positive behaviour they have seen and support parents when children are struggling with self-regulation.

Reception children now use the school's behaviour token system in line with the other year groups. Staff recognise and celebrate positive behaviour and achievements in accordance with the school's behaviour expectations. This provides consistency across the school and helps children understand and follow the same approach to positive behaviour as they move through the year groups.

Lunchtime

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 with a behaviour token.

Celebration Assembly:

Our Friday Celebration Assembly provides an opportunity to recognise and celebrate the positive contributions, behaviours, attitudes and achievements of children across the school.

Virtue of the Week Award

Each week, every class teacher selects one child who has demonstrated an outstanding example of our Virtue of the Week. This may include:

- Curiosity
- Honesty
- Ambition
- Resilience
- Teamwork
- Equity
- Responsibility

The selected child is celebrated in our Friday Celebration Assembly and receives a Virtue of the Week certificate. This provides a regular opportunity to recognise children who demonstrate the values and attitudes that underpin our school community.

Behaviour Tokens

Throughout the week, staff award behaviour tokens when they recognise children demonstrating one of our four behaviour drivers:

- Calm
- Caring

- Conscientious
- Respectful

Tokens may also be awarded when children demonstrate one of our school virtues.
During Celebration Assembly, one token is selected at random from each phase. The child whose token is selected is invited to choose a prize from the prize table.
The token itself is the recognition for the positive behaviour. The prize is an additional bonus and is not the reason for receiving the token. This ensures that our approach remains focused on recognising and reinforcing positive behaviour, attitudes and values.

Class Attendance Award

We celebrate our commitment to good attendance through a weekly Class Attendance Award. This recognises the class with the strongest attendance and helps promote the importance of attending school regularly and making the most of every learning opportunity- school is mindful that medical authorised absences are not included in the overall percentage to ensure equity.

Golden Broom Award – Key Stage 1

In Key Stage 1, we have a Golden Broom Award, which recognises children who demonstrate pride and respect for their classroom and wider school environment. The award encourages children to take responsibility for keeping their environment tidy, looking after school property and demonstrating our Respectful behaviour driver in action.
Together, these elements of Celebration Assembly ensure that we regularly recognise and celebrate the behaviours, virtues and attitudes that we want to see across Captain Cook Primary School, while giving every child the opportunity to be noticed for making a positive contribution.

Head Boys and Girls

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. The selected children will also take a lead in our School Council meetings. 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 visual display 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 and shared areas, ensuring that children and staff are fully aware of its implications.

Captain Cook Primary School
— Behaviour Steps —

CALM
CARING
CONSCIENTIOUS
RESPECTFUL

1 REMINDER



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

2 WARNING



You are still not meeting the school expectations.
You will agree a strategy with your teacher to help you improve.

3 RESET



You are still not meeting the school expectations.
You will be asked to move to another space in your classroom.
You will have a **WARM** conversation with your teacher.

4 REFLECT



You are still not meeting the school expectations.
You will be escorted to another classroom.
You will have a **WARM** conversation with your phase leader.
A phone call home will be made by your class teacher.

5 REPORT



You are still not meeting the school expectations.
You will be sent to Mrs Emms' office for a **WARM** conversation.
A phone call home will be made and you may be put on a Behaviour Card.

WARM CONVERSATION

W What happened? — Tell me what happened.

A Who was Affected? — Who has been affected by what happened?

R How do we Resolve this? — What can we do to put things right?

M How do we Move on? — What will help us make a better choice next time?

Together on a voyage of discovery

WARM Restorative Approach to dealing with behaviour.



Restorative WARM Conversations

At Captain Cook Primary School, staff use **WARM conversations** to help children reflect on their behaviour, understand its impact and make positive choices moving forward. Our approach is calm, supportive and restorative, while ensuring children take responsibility for their actions.

The four stages of a WARM conversation are:

- **W – What happened?**
  We give the child an opportunity to explain what happened and listen to their perspective without judgement.
- **A – Who was affected?**
  We help children consider who has been affected by what happened and how their actions may have made others feel.
- **R – How do we resolve this?**
  We explore what can be done to put things right, repair relationships and take responsibility.
- **M – How do we move on?**
  We agree what will help the child make a positive choice next time and support them to move forward successfully.

The emphasis is on **repair rather than punishment**. Staff maintain warm, respectful relationships while holding children accountable for their choices. We want children to develop the skills to reflect, take responsibility, resolve conflict and make better choices in the future.

Together on a voyage of discovery, our WARM conversations help children understand that mistakes are opportunities to learn and that everyone can move forward positively.

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.

Appendix 2: Behaviour Grid example

BEHAVIOUR GRID

Date	Name	Warning	Reset	Reflect	Report