

**CROSCOMBE AND STOKE ST MICHAEL PRIMARY  
FEDERATION**

**BEHAVIOUR POLICY**

**Croscombe is a Church of England School and this policy has been written with reference to our Christian foundation**

**Rationale**

As a federation we feel that it is important to promote a caring and supportive environment where everyone feels safe, secure and respected. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum.

**Aims:**

- To promote a positive school ethos.
- To ensure consistency and care.
- To be fair and to be seen to be fair
- To build positive self-esteem in our children.
- To treat everyone (pupils, parents and staff) with respect; by this we mean being polite and using good manners.
- To provide planned activities which motivate all to learn academically and socially.
- To have clear expectations with strategies to ensure that they are met.

**Objectives:**

- To enhance self esteem
- To establish a clear code of behaviour.
- To help children make informed choices and decisions.
- To help children to become self-disciplined and responsible for their own actions.
- To develop independence in all areas of learning and school life.

**Code of Behaviour:**

Our class expectations are clearly displayed and referred to regularly by staff with the children. The children set and review their own class's expectations, such as:

**We are a caring school. We will: -**

1. Treat all the children and adults in the school fairly and with kindness.
2. Work as hard as we can and always do our best.
3. Be clean and tidy in our behaviour and appearance.
4. Always be honest.
5. Look after our own, the school's and everybody else's belongings.
6. Take care of our school buildings, property and grounds.



## **The school environment**

By all members of the school community working together we will endeavour to maintain a positive school ethos in all areas of a child's development through:-

- Doing our best to ensure that the school is an interesting stimulating place to be.
- Providing opportunities for social and academic success.
- Recognising relative as well as absolute success.
- Valuing all our children regardless of ability or background.
- Being friendly, 'human' and treating our children as individuals.
- Promoting an open, welcoming, stimulating, caring and supportive climate.
- Nurturing mutual respect amongst children and adults.
- Respecting and caring for the physical environment making it stimulating, clean and welcoming.
- Involving children in caring for the school environment.
- Setting clear expectations about behaviour in school and communicating these to the children.
- Ensuring a consistent application of rules, rewards and sanctions.
- By providing interesting and stimulating grounds to keep the children occupied at break times.

## **We will actively promote good behaviour through the curriculum by:-**

- The children being involved in setting the whole school and class codes of conduct
- Good classroom management and organisation.
- A clearly planned curriculum involving parents and children, which stimulates the children, motivates and sustains interest.
- By differentiation to ensure that all abilities are catered for.
- Displaying children's learning pieces to show that it is valued.
- Making the purpose of lessons clear to the children with clear expectations of their contribution.
- Ensuring that the children are always fully engaged.
- Children understanding that "actions have consequences"

## **Rewards in school**

**It is crucial that we all take every opportunity to be positive with children.** It is important that we recognise, reward and celebrate good learning and social behaviour. Accordingly each school has its own systems of rewards.

### **Croscombe:**

Croscombe: Acorns – smiley charts (certificates when completed). Golden time. Reading champion certificates. Prize draw for reading champions. Certificates awarded for writing, maths and reading achievements. Congratulations certificates awarded for other curriculum areas and outstanding behaviour/attitude.

Croscombe: Chestnuts - sticker charts (certificates awarded for reaching 20, 40, 60, 80 and 100). Special prizes are given for reaching 60 and 100 stickers. Golden time. Reading champion certificates. Prize draw for reading champions. Certificates awarded



for writing, maths and reading achievements. Congratulations certificates awarded for other curriculum areas and outstanding behaviour/attitude.

Croscombe: Conkers – sticker charts (certificates awarded for reaching 20, 40, 60, 80 and 100). Special prizes are given for reaching 60 and 100 stickers. Golden time. Reading champion certificates. Prize draw for reading champions. Certificates awarded for writing, maths and reading achievements. Congratulations certificates awarded for other curriculum areas and outstanding behaviour/attitude.

### **Stoke St Michael**

Each week a 'Maths Magician' and 'Writing Wizard' will be chosen with clear reason because they have progressed with their learning in a certain aspect of that curriculum subject. In addition, a 'Star of the Week' will also be selected because they have shone in another curriculum area such as Art or Science or have shown exemplary behaviours for example to a whole school focus such as Gem Learning Power.

Throughout the school we use a merit system which enables the children to be awarded merits in their books for progress with learning. Each year group will have their individual coloured merit badge which they are aiming to achieve through the collection of 50 merits on the same coloured merit card which is kept safely in their classroom.

Rainbow reader's ticks are also collected in children's home reading records. For every 10 rainbow reads that are achieved a certificate is awarded in the celebration assembly. When 50 rainbow reads are achieved a certificate and pencil are awarded. Finally, when the child has completed their 100 square of rainbow reads, a certificate, rainbow badge and ticket to the rainbow treat afternoon (which takes place three times a year at the end of each big term) are awarded. The process is then repeated.

In addition, throughout the school we use a house points system where children collect house points for their team. The teams have colours to match those at Croscombe for when a joint event takes place. The children have also given their teams names. Red are Seahorses; Blue are Dolphins; Yellow are Manta Rays and Green are called Turtles.

We use Gem Learning Power to highlight positive behaviours within the school (see appendix). Gem Learning Power behaviours can be awarded house points by adults or children telling the adults that they have witnessed another child behaving in a positive way. Gem Learning Power can also be collected by the whole class in the form of Gems filling a basket. The class will then be awarded an extra Gem Learning Power Play time at the end of the week or term depending on how fast they have filled their Gem Pot.

### **Whole school celebration of success**

Weekly 'special' awards in the form of a certificate are awarded to those who have made a special effort in their learning or their behaviour. These awards will vary in each school and link to the reward system in place.



## **School Sanctions**

Most of these behaviours will be dealt with by the classroom teacher in a manner appropriate to the child and the misdemeanour. If the behaviour is persistent then the teacher will seek the support of a senior leader or head teacher.

- 'Making good' any damage caused to school property or environment
- Writing letter of apology
- Walking around playground with a teacher or lunchtime supervisor for duration of playtime
- Losing opportunity to play on the field
- Ask child to write or draw about the incident for later discussion with a teacher.
- Yellow card- (a loss of up to 10 play sessions and a report card signed by duty staff. Parents informed)
- Letter home – request to meet parents
- Parents are contacted to explain the situation with the aim of working together to put into action a behaviour modification programme.
- Exclusion for one or more days. This can be imposed immediately if the behaviour is severe, e.g. harming a member of staff or another child.
- Permanent exclusion will be used as the last resort.

In rare circumstances, physical interventions (including restraint) may be used to prevent injury to a child or adult or damage to property. (Education Act 2006 Section 93, school staff have the legal power to use reasonable force. Reasonable force may be used to prevent a pupil from committing an offence, causing personal injury to themselves or others, causing disorder or damaging property.)

It is important to remember we only label the behaviour NOT the child. The child is not bad but has chosen to behave in an inappropriate way. We talk about the behaviour choices they had available to them in a situation and discuss the fact that they make the wrong choices.

## **Unacceptable behaviour**

Certain behaviours will not be tolerated. These could include the following:

- Violence e.g. fighting
- Bullying
- Harassment (racial or sexual)
- Rudeness to adults
- Bad language
- Vandalism.

Any child who finds itself on the receiving end of any of these behaviours must seek the help of an adult.

**School sanctions** will be applied to children displaying any of these behaviours.

We adopt a Whole School Approach when dealing with challenging children. The child has to learn how his/her behaviour is affecting others and that there are other, better, behaviour choices to make. We will provide help to enable the child to make these choices. We have to teach them how to repair and rebuild. We view each day as a fresh start for the child recognising that for some children a written log will need to be maintained of behaviour problems.

Every pupil and family signs a copy of the Home/School Agreement which clearly details our expectations for behaviour.



Signed ..... Head Teacher  
..... Chair of Governors

Date Adopted: 01/06/2020  
Date for renewal: June 2022

## ANTI-BULLYING POLICY

**Part of our Federation's Behaviour Policy**  
Croscombe is a Church of England School and this policy has been written with reference to our Christian foundation

### Rationale

Our federation believes itself to consist of inclusive schools where everyone is treated fairly and justly.

We believe that bullying behaviour is totally unacceptable.

We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate that we are a school that cares.

### Aims

Within our federation we want:

- All children to feel safe to learn, to play and to be with others.
- All children to be treated fairly with respect and dignity.
- To listen carefully to what children have to say and to treat all reports of incidents seriously.

### The Nature of Bullying

There are many definitions but bullying is generally accepted to be:

- Deliberately hurtful (including aggression).
- Repeated often over a period of time.
- Difficult for victims to defend themselves against.

Bullying can take many forms but three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks, including cyber bullying
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Research shows that name-calling is the most common direct form. This may be because of individual characteristics, ethnic origin or some form of disability – in fact anything that might render them different in some way.

### Pupils' Attitudes to Bullying

Pupils' understanding varies with age. Infant children may confuse bullying with fighting and unpleasant experiences generally, making it difficult to identify actual bullying. Junior aged children tend to develop a more mature understanding. An important indication of bullying behaviour is whether the victim believes her/himself to be the victim of bullying. This may lead to discussions about the definitions and perception of bullying, but the feelings of the victim will be paramount. To help this understanding we use the acronym STOP to help explain:

**S** – Several



**T** – Times

**O** – On

**P** - Purpose

We need children to tell us if they have a problem with bullying behaviour and we need them to know, that when they tell us, it will always be taken seriously.

### **Involving Parents/Carers**

Parental support is one of the keys to the success of our Anti-Bullying policy. We aim to consult and communicate with parents on a regular basis. We will have Internet safety weeks three times per year and celebrate and learn through National anti-bullying weeks yearly. Parents will be informed of new initiatives through newsletters and parents meetings.

### **What should parents/carers do if they feel their child is being bullied?**

Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent/carer will be the child's class teacher and we recognise that the following advice contributes to practice:

- Recognising that the parent/carer may be angry or upset.
- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred.
- Remain calm and understanding
- Making it clear that the school does care and that something will be done, explaining the agreed school procedures and policy and ensuring these are followed.

If a parent or carer does not feel that the situation has been dealt with adequately by the teacher then the next stage of the complaints procedure is to contact the Headteacher.

### **Strategies in School to Prevent Bullying Behaviour**

- Teachers and staff will use Gem Learning Power strategies to teach ways of positive learning and socialise.
- Teachers and staff will reward house points and merits to children to exemplify positive behaviours.
- Making clear links between our Bullying Behaviour and Anti-Racist Policies.
- Incident books in each classroom.
- Records of conversations with parents concerning any incidents of bullying
- Being aware that even the youngest child can understand the consequences of their own actions
- Listening carefully to pupils and providing opportunities for them to express views and opinions – for example during Circle Time. Devise role-play situations to help children learn to cope better with bullying behaviour. Similarly, bullies need to be placed in situations which require them to see things from the victim's point of view and to offer them alternatives.
- Devising activities to improve the social skills of pupils with low self-esteem.
- Involving parents and the wider community.
- Involving Learning Support Assistants (LSAs) and Lunch Time Assistants (LTSs) in combating bullying.
- Making sure that all areas of the school site are supervised.
- Ensuring that the Anti-Bullying, the Racial, Disability and Gender Equality Schemes and Behaviour Policies are all closely linked.
- Teaching victims assertive strategies or to get help.



## **Our PSHE programme teaches children to:**

**Health and Well Being:** Healthy life styles; keeping safe and growing and changing.

**Relationships:** Healthy relationships; feelings and emotions and valuing difference

**Living in the Wider World:** Rights and responsibilities; taking care of the environment and money matters

## **Dealing with Reported Incidents of Bullying**

In our Federation we adhere to 5 key points:

- 1) Never ignore suspected bullying
- 2) Don't make premature assumptions
- 3) Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth. Make the victim the centre of your attention – not the bully. Offer the victim immediate support and help. Ascertain that they understand that it is not their fault.
- 4) Adopt a problem solving approach which moves the pupils on from justifying themselves.
- 5) Follow up repeatedly, checking that bullying has not been resumed.
- 6) Do not bully the bully as this gives them credibility.

If a child has been bullied the action that follows will depend on the severity of the incident. However, a hierarchy of sanctions will be followed which are:

- We will warn the child not to do it again.
- If it is very serious or is repeated behaviour, a phone call will be made to parents/carers or a letter sent and the child will lose a privilege. The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to the parents/carers.
- Parents/carers will be invited in to the school for a final warning before exclusion.
- Or the Headteacher may make the decision to exclude the child immediately. The parents have the right of appeal to the Governing Body.

## **Monitoring and Evaluating the Policy**

This policy will be regularly monitored and evaluated by the Headteacher and class teachers by:

- Checking Incident Books
- Talking with pupils e.g. in Circle Time
- Conducting sampling surveys with a group or class
- Playground observations and playground behaviour book (managed by LSAs)
- Small group or individual interviews.

**Signed** ..... Head Teacher

..... Chair of Governors

**Date Adopted:** 01/06/2020

**Date for renewal:** June 2022





# COVID Behaviour POLICY

## Part of our Federation's Behaviour Policy

Croscombe is a Church of England School and this policy has been written with reference to our Christian foundation

In light of the need for children to behave differently when they return to our school's we will explain new systems we have put in place to support their wellbeing and positive behaviour.

### Children will understand the need for:

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as hand washing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus or feel unwell
- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about breaks or play times, including where children may or may not play
- Use of toilets, one at a time, always tell an adult
- Clear rules and understanding of severity of consequences about coughing, sneezing or spitting at or towards anyone (link to the news)
- Rewards and sanction system where appropriate
- Children to read, sign and adhere to child's agreement (See attached)

