

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

In our federation we aim to promote a positive behaviour ethos that takes into account children's varying levels of need. We are also aiming to develop the emotional intelligence of both the children and adults in school through various methods of training and interventions.

We believe that:

- Headteachers should, in consultation with governors, develop whole school behaviour policies which are clearly understood by pupils, parents and staff.
- Schools should ensure that their rules are derived from the principles underlying their behaviour policies and are consistent with them.
- Headteachers and teachers should ensure that rules are applied consistently by all members of staff but that there is flexibility in the punishments to take account of individual circumstances.
- Headteachers and teachers should avoid the punishment of whole groups.
- Headteachers and teachers should avoid punishments that humiliate pupils.
- Headteachers and teachers should be alert to signs of bullying, racial and sexual harassment and deal firmly with all such behaviour, to protect and support victims.
- Headteachers should offer mentoring, training and guidance to the teachers and teaching assistants to ensure consistency, fairness and confidence in the way the behaviour policy is delivered across the school

Approaches to Behaviour Management

- To create a calm, purposeful atmosphere in a structured environment within the school.
- To praise appropriate behaviour.
- To develop non-confrontational strategies for dealing with challenging behaviour.
- To promote feelings of mutual respect between children/and adults.
- To be positive in the language we use with children – both verbal and non-verbal.
- To encourage parental involvement and co-operation in behavioural issues.
- To use appropriate and effective sanctions which are seen to be 'fair' by the children.
- To never manhandle children except if they are in danger of harming themselves or others, when they can be restrained (following legal guidelines).
- To always avoid using sarcasm with children.
- To never put children outside classroom out of teacher vision as a punishment.
- To develop and maintain trusting, friendly and respectful relationships.

- The schools will ensure that parents and carers know that the Parent and Family Support Advisers (PFSA) who have been appointed to the schools are available to work directly with parents and carers to improve pupil participation & learning opportunities as part of our commitment to a positive behavior.
- The school will ensure the Home School Agreements have been signed by the parents and carers so they understand their required involvement in this policy
- The school will have a clear process for managing pupil transition both from the pre-schools and from other schools to ensure the behavior policy is explained to all new pupils and parents.

Classroom Management Techniques

- Base classroom behaviour on the 4Rs:
 - Right to teach
 - Right to learn
 - Right to be safe
 - Right to be treated with dignity and respect
- Create a set of 5 positively-phrased, negotiated rules for each classroom
- Catch children being good
- Aim to be assertive and exhibit self-confidence with children
- Focus upon being – calm, clear and consistent
- Give clear cues to children

- Wait for 'quiet'
- Make certain that children understand what they are doing by asking them to tell you what **they think** you have said
- Use control strategies e.g. eye contact, proximity control
- Remember that beginnings and endings of lessons, going to PE, lunchtimes and going out to play can all be potential flashpoints – Establish obvious and workable routines for such times
- Be positive, fair and consistent with children.
- Check that the work is well matched to the children's ability and appropriate for their learning needs.
- Check that you and the children expect and show respect towards each other.
- Ensure that there is a clear sense of progress in the children's learning
- Plan effective procedures for dealing with children who finish work quickly

A Hierarchy of Sanctions to use in the Classroom

- 1) Warning
- 2) Change of seat
- 3) Time out inside classroom
- 4) A sliding scale of maximum Time penalties (eg. 4 minutes for year olds etc)
- 5) Exit classroom – go to another class
- 6) Use of behaviour walls

Negotiate these sanctions with children and stick to them. Each classroom has a behaviour chart on the wall, with a specific visual theme that shows graduated steps for dealing with low level, medium level and higher level disruptive classroom behaviours. Ensure that there is a visual display in each classroom that shows these steps and monitors children's progress.

List of Acceptable Sanctions

- 'Making good' any damage caused to school property or environment

- Writing letter of apology
- Losing all or part of Golden Time
- 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

Challenging Behaviours – Strategies for Modification

Remember – behaviour problems belong to the whole school.

Possible causes

- Inadequate social skills
- Inadequate study skills
- Inadequate organisation skills
- Emotional immaturity
- Learning needs not being met
- Low self esteem
- Social circumstances
- Parental lack of respect for authority
- Emulating inappropriate role models

Strategies for Modification

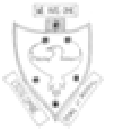
- Behaviour modification charts
- Report book system between teacher and parents
- Counselling
- Skills training (refer to appendix)
- Token Economy – child earns tokens for set short-term good behaviour targets. Child can earn reward for himself or for peer group – thus raising his/her status among other children
- Role play – ask a group to role-play a situation using inappropriate responses. Ask other children to watch and contribute ideas as to what the appropriate responses in such a situation should have been.
- Circle of friends

Rewards

- Classes may receive class rewards as a result of continued good behaviour.
- Individual children may receive rewards to recognize good or improving behavior.
- Positive messages to parents in Homework Diaries.
- Verbal praise
- Stickers for positive reinforcement
- Positive body language

Restorative Approaches:

We have decided to adopt Restorative Justice to support our behaviour policy. All members of the school community are trained in the philosophy and use of restorative approaches.



Signed Headteacher
..... Chair of Governors

Adopted: 2017

Date for renewal: 2018

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.

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.

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.

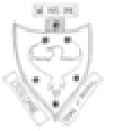
If a parent or carer does not feel that the situation has been dealt with adequately by the teacher then the next stage of the complaints procedure is to contact the Headteacher.

Strategies in School to Prevent Bullying Behaviour

- 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 (LTs) 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:

1. Understand other people and take their feelings into account.
2. Respect and get on with other children and adults
3. See things from other people's points of view
4. Sort out arguments fairly
5. Take responsibility and stand up for themselves (without being aggressive)
6. Make their own choices and not always go along with the crowd



7. Understand and deal with their feelings

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:

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

Signed Headteacher

..... Chair of Governors

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