



Chantry Community Primary School

Behaviour and Anti-Bullying Policy

Our Aims

It is our aim at Chantry Community Primary School that every member of our school community feels valued and respected, and that each person is treated fairly and nurtured within a safe environment. We are a small, caring school and our Chantry Values are built on mutual trust and respect for all.

Children are taught to show respect for themselves and others and to care for property. Positive behaviour is rewarded and celebrated and children are encouraged to take responsibility for their actions. Behaviour that is not acceptable to others is corrected as appropriate, making it clear to the child that it is the behaviour that is being criticised and not the child as a person. Good behaviour allows learning to take place and raises achievement for all children. We therefore expect, and work hard to obtain high standards of behaviour from all our children.

Children, staff and governors, working together with parents, are jointly responsible for encouraging and demonstrating positive behaviour, for a happy and successful school.

We believe that:-

- Our practice should be agreed and applied consistently throughout the school.
- Some children, however, may have Social, Emotional and Mental Health Difficulties that cannot be catered for within our general behaviour management policy. Strategies that look different will be put in place for these children, as we would for those who need additional support in maths or English.
- We should provide a safe and ordered environment for children in school
- Children's self-discipline, independence and co-operation skills should be nurtured
- All members of the school community should demonstrate a caring attitude, respect for each other and the school environment.
- We should recognise that everyone is different and that their contributions are valued.
- Problems should be discussed with honesty, trust, courtesy and co-operation.
- Through encouraging correct values and respect for each other, children may be helped to develop their future lives as contributing members of society.
- The use of praise, rewards and sanctions have a part to play in encouraging positive attitudes and behaviour.
- Children should understand the Chantry Values and appreciate the rationale on which they are based.

- There should be fairness and equality for all

Our Chantry Values



Confident

- **Aspirational:** we look to the future and aim high
- **Independent:** we think for ourselves, taking responsibility for our own learning
- **Resilient:** we never give up and learn from our mistakes



Caring

- **Respectful:** we care for and appreciate ourselves, others and the environment
- **Kind:** we are thoughtful towards others and their feelings
- **Honest:** we are truthful to ourselves and others - even when it's difficult



Creative

- **Passionate:** we look for what lights us up
- **Inspiring:** we are proud to share our ideas and be positive role models
- **Unique:** we are not afraid to be different

Our Chantry Values have been agreed by the whole school community. Children develop their own class rules based on the Chantry Values.

Each week there is a focus on one of the Chantry Values, this is introduced in Monday's whole school assembly. All adults will reinforce this value during the week.

Encouraging Good Behaviour

We achieve good behaviour by working together, sharing the same expectations, language and approaches. At Chantry, we have high expectations for behaviour at all times.

All adults contribute to the maintenance of good behaviour by:

- Creating a happy relaxed learning environment
- Accepting responsibility for encouraging good attitudes and behaviour throughout the whole school
- Speaking positively to and about children and actively promoting good behaviour
- Taking account of children's individual needs, interests and cultures
- Giving children responsibilities and privileges appropriate for their age
- Setting good examples - acknowledging the impact of adults as role models
- Being fair and consistent, whilst taking into account differentiation for children with Social, Emotional and Mental Health Difficulties (SEMH)
- Anticipating potential difficulties and taking appropriate action to minimise opportunities for poor behaviour
- Rewarding, identifying and praising positive behaviour
- Using our Chantry Values to develop children's self-esteem, friendships and establish a safe forum to discuss difficulties

Acceptable Behaviour

- Respect and consideration for others.
- Care of equipment and the environment.
- Following instructions.
- Kindness.
- Politeness, appropriate language and good manners.
- Appropriate talking voice at all times.

- Calm movement around the school.
- Thoughtfulness and being helpful.
- A willingness to apologise and discuss issues maturely.

Unacceptable Behaviour

- Physical or verbal aggression towards others.
- Causing damage.
- Disrupting learning.
- Excessive noise.
- Interference with others.
- Rudeness, inappropriate language or bad manners.
- Unwillingness to work.
- Negative body language e.g. shrugging etc.
- Discrimination or unkindness based on difference, including but not limited to: gender, race or ability.

Rewards and Sanctions

This Policy recognises that positive reinforcement of good behaviour motivates and promotes positive behaviour far more effectively than negative comments or sanctions.

It is fundamental that we work with parents at all stages and involve other agencies as appropriate.

Rewards

Rewards can be handed out as deemed appropriate by all adults in the school.

The school has a system of certificates. In KS1, certificates are awarded weekly for good work and effort. In KS2 merits are awarded for good work and effort. Each multiple of 10 merits is rewarded with a certificate.

When a child has produced an outstanding piece of work, she/he will receive a certificate from the Headteacher and where possible the piece of work will be displayed on the 'Celebration Board' in the entrance hall.

Chantry Values certificates are awarded to children from each class, who have consistently demonstrated the value of the week.

The certificates are given out by the Headteacher in the weekly 'Celebration Assembly' when the whole school and parents can join together to acknowledge these achievements.

Good behaviour is rewarded through the use of Dojos and the child's name being moved up the behaviour chart. In KS2 Dojos are also used to earn whole class rewards - these are voted for by the class.

Sanctions (These may not apply to children who have additional needs for SEMH)

All children begin on green - 'ready to learn', at the beginning of every session.

- Verbal reprimand/warning.
- The child's name is moved to yellow (a reminder that this will happen should be given at the verbal warning stage).
- The child's name is moved to orange. A few minutes are deducted from the child's break time to enable them to talk through the behaviour.
- The child's name is moved to red. This means removal from their class to the partner class, with work.
- Send to a member of SLT.
- Internal/external exclusion.

Searching children

School staff can search a child for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item e.g knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

Poor Behaviour in the Playground.

Conflict in the playground must be acted on immediately.

Break-times

Children demonstrate poor behaviour at playtime will be dealt with immediately by the teaching assistants on duty. A sanction can be issued e.g. standing on the amphitheatre for a few minutes, time on the 'thinking table' or sending for a member of SLT to deal with more serious incidents.

Lunchtime

Incidents of poor behaviour at lunchtime will be dealt with by the MDSA's. For small incidents, a child can be asked to spend five minutes standing on the amphitheatre. If a child persistently misbehaves at lunchtime or deliberately hurts another child they should be sent to the duty teacher. The duty teacher may make the decision that the child needs time on the 'thinking table'.

A duty teacher (a senior member of staff) will be on duty each lunch time to speak to children about their behaviour. If children are subsequently sent to the 'thinking table', the time should be spent reflecting on their behaviour and completing a 'thinking time' sheet. These give children an opportunity to reflect on their behaviour in relation to our Chantry Values. Completed sheets should be passed to the Assistant Headteacher who will record the incident in the school's behaviour log. If a child is sent to the 'thinking table' more than three times in a term; a member of SLT will meet with their parents.

Continued/Significant Poor Behaviour

If a child is consistently showing poor behaviour, the class teacher will arrange a meeting with the parents. If poor behaviour persists, this will be followed up by a meeting with the parents, child and a member of SLT.

There are rare occasions when a child finds it very difficult to conform and work within the behaviour rules and this can create an unsafe situation. A specialised behaviour programme may be introduced by the Class Teacher in discussion with the SENDco and Headteacher. This may involve star charts, removal from the classroom or exclusion from an activity.

Support may also be sought from outside agencies such as ESBAS.

In cases where the child is finding it very hard to cope in school even after adjustments have been made, or is extremely disruptive to others' learning on a regular basis, a part time timetable may be introduced. In serious cases it may be

that the child is referred for shared provision with another school until behaviour settles but this is extremely rare and all other avenues will be explored first. Any behaviour programme will be introduced after full discussion with the pupil's parents or carers. Positive praise is to be used at all times to reinforce good behaviour, and supportive measures rather than sanctions will be attempted where possible, especially with children with SEMH.

There may be occasions when "Reasonable Force" may have to be used as a last resort for the safety of the child involved or other children/staff. Where possible this will be carried out by trained staff. Please refer to the 'Safe Touch' policy for more information.

BEHAVIOURAL MATRIX

To be logged on CPOMs by SLT if level 3 or above.

Examples are **for guidance and are not to be seen as prescriptive**. Please note that this may look different for children with SEMH difficulties.

LEVEL	EXAMPLE In classroom	EXAMPLE In playground	DEALT WITH	SANCTION In classroom	SANCTION In playground
1	Isolated low level behaviour e.g. minor disruption/ calling out/silly behaviour. Poor learning behaviour.	Isolated low level behaviour e.g. silly behaviour/ misuse of equipment.	Member of staff who identifies the misbehaviour	Verbal reminder, if persistent move to yellow on chart.	Verbal reminder of safe behaviour.
2	Repeated low level behaviour/incompletion of work or more serious behaviour such as significant disruption in lessons. Continuous poor learning behaviour.	Persistent silly behaviour/ misuse of equipment.	Member of staff who identifies the misbehaviour/ duty teacher (in playground)	Non-verbal communication- move down on chart (yellow to orange).	Lose minutes on amphitheatre.
3	Repeated significant poor behaviour or very serious unacceptable behaviour such as unacceptable verbal comments, unacceptable physical actions, and defiance.	Serious unacceptable behaviour with equipment and/ or other children. Unacceptable language towards others.	SLT Parent communication	Move to red on chart therefore removal from class to partner class. Lose playtime following removal and filling in reflection sheet.	Missing break or lunch at thinking table and filling in reflection sheet.
4	Repeated very serious misbehaviour or extremely serious unacceptable behaviour such as using offensive language, aggression towards a member of staff, fighting.		Assistant Head/Headteacher	Internal exclusion. Parents contacted for a meeting.	
5	Repeated extremely serious unacceptable behaviour or at the Headteacher's discretion.		Headteacher	Exclusion	

Friendship and Anti Bullying Policy

Our Aims

At Chantry we take all forms of conflict, friendship problems and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care
- To create a happy atmosphere in which parents, carers and all school staff work together for the welfare of the students
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour

(also termed “Peer on Peer” abuse)

Peer on Peer abuse may include but is not limited to:

- Bullying (including Cyberbullying)
- Physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- Sexual violence and sexual harassment
- Sexting (also known as youth produced imagery)
- Initiation/hazing type violence and rituals

While many of these are more likely to occur with older children, there may be incidents that occur within primary school and we have therefore included the definitions for reference and a broader safeguarding view.

Bullying and Friendship Difficulties

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without the help of adults. It is unlikely to be sustained behaviour, although fallings out may be repeated. It may even be accidental and where both children make an effort to resolve the problem it would not be classed as bullying. However, we do recognise that repeated friendship problems can lead to bullying behaviour.

Bullying behaviour is defined as '**behaviour by an individual or group – usually repeated over time – that intentionally hurts another individual or group.**'

Bullying can take many forms –

- **Physical** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** (name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm)
- **Indirect** (rumours or stories, exclusion from a group, shunning, invading privacy, withholding friendship or affection)
- **Cyber** Bullying sending nasty phone calls, text messages or emails/chat rooms. See also our Online Safety Policy

Some bullying takes place because children are deemed to belong to a certain group. This has been labelled 'prejudice based bullying' and includes homophobic, racist, sexist or gender bullying and bullying those with learning or other disabilities. Incidents of these have to be legally recorded with County. At Chantry we recognise that children can sometimes say things without being aware of the impact. We therefore discuss the incident with the child in the first instance so that they have an understanding of why their behaviour is unacceptable. In the second instance we will speak to parents, and if the issue does not resolve itself we will report the incident as 'prejudiced based bullying' to County. If an incident is intentionally discriminatory, we may report the incident in the first instance.

See also our Equality & Accessibility Policy and Plan.

Strategies for Preventing Bullying

- Issues surrounding friendships and bullying behaviour are taught through the PSHE Curriculum. Children are taught some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of conflict.
- Whole school assemblies are used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond and get help.

- Circle Time and class discussion provides opportunities for more detailed discussions and activities to explore the nature of bullying.
- School Council provides a forum for issues to be raised, and discussion to arise around how we can combat it.
- Staff on playground duty including Teachers, Teaching Assistants and Midday Supervisors (MDSAs) have an agreed policy for dealing with issues that have been discussed and agreed together.
- The Chantry Values will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying from developing.

Strategies for Responding to Bullying Behaviour

Where bullying does occur it will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary. There are times however when discussion and further close monitoring will be used. These will be employed at the school's discretion and under discussion with other parties (children, parents and other members of staff).

Early identification is the most effective way to minimise bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand their behaviour is unacceptable and must stop. We recognise at Chantry that settled and happy children don't bully others, and that they may also need support to explore the underlying reasons for the bullying to change their behaviour.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying and even if it is not them who are experiencing the difficulties. They can do this through:

- Speaking to their Teacher, Teaching Assistant or MDSA
- Speaking to a parent or other adult who may contact the school, speaking to the class teacher in the first instance

As part of our Anti Bullying week and ongoing activities throughout the school year children are also taught specific strategies to stand up for themselves assertively and non aggressively as research has shown this to be the most effective way to stop bullying.

When bullying is known to have happened or to be ongoing

The class teacher will discuss the situation with the child who is being bullied. It is important that they are listened to and believed. They will not be told to just ignore it. Any children and adults who are thought to have witnessed the bullying behaviour may also be spoken to in order to give a more detailed, clearer picture. The incident will then be discussed with the child engaged in the bullying behaviour. The PSHE Leader, SENDCo or Head Teacher will be informed in severe cases.

Sanctions in consultation with children (Anti bullying week, PSHE, Circle Times and discussions), parents (questionnaires, parent's information meetings) and the school. Behaviour Policy will be used as appropriate.

They might include:

- Official warnings to stop the behaviour and withdrawal of in school privileges (playtimes, lunchtimes e.g.) if this does not happen
- Time spent at the 'Thinking Table' at lunchtime
- Time spent separated from class, out of class, away from peer group and friends. This may be at an isolated table in class, in another classroom, in a member of SLT's office and may include separate playtimes and lunchtimes
- Minor fixed term exclusion
- Major fixed term exclusion
- Intervention from the Police
- Permanent exclusion

The parents of children involved will be informed of any action taken. The parents of children who have been affected by the bullying behaviour will also be informed of sanctions put in place.

Bullying incidents are recorded by the Headteacher/Assistant Headteachers using CPOMS. Records may also be kept on children's files if the behaviour is sustained and/or severe.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and Local Authority guidance, the views of the whole school community and any specific issues relating to the needs and dynamics of our children.

Complaints

The Governing Body has established a formal complaints procedure and this may be used by a Parent or Carer if needed. Please refer to the Complaints Policy for further information.

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Date: _____