



Behaviour Policy

Including

Anti- Bullying policy

Headteacher Signature: Date:

Chair of Governors Signature: Date:

January 2020

Our Purpose

As Short Term Managers:

- To secure a safe and happy environment in all classrooms and around the school in which children can learn and play at their best

As Leaders to ensure children develop their skills for the future:

- To aspire for children to make their best possible progress year on year with their pro-social and pro-learning skills
- To support children to develop high emotional intelligence
- To encourage children in developing a strong moral compass and be intrinsically motivated to keep to expectations and boundaries **without** the need for external control

Our Beliefs and Values

Parents, children, staff and governors working together are responsible for creating an environment where children can thrive. We are a small, caring school and our Chantry Values are at the centre of what we do.

Our Chantry Values



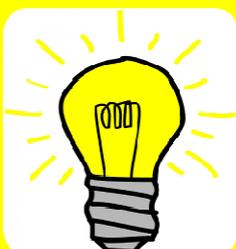
Confident

- **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. Each week there is a focus on one of the Values. This is introduced in Monday's whole school assembly and reinforced during the week. Children who have been demonstrating the value particularly well are highlighted in a weekly celebration assembly on a Friday, to which parents are invited.

Our Class Charter (see below) has been written by the children and finalised by the School Council. It lays out our agreed school expectations, our definitions of prosocial and prolearning behaviours, and the impact on ourselves, our relationships and for others when we don't meet expectations. This is displayed in all classrooms and across the school.

At the heart of our charter is the expectation that children will receive help to overcome challenges that mean they are not currently able to meet expectations. Specific support and teaching around what may be creating these challenges will be provided to ensure equality of opportunity. Equality means providing targeted relevant support for every child to achieve their best, not that all children receive the same.

Our class charter



- We have the right to feel happy, comfortable and safe in our school
- We have the responsibility to be kind, caring and respectful so that we feel good and can learn at our best.



We at school council have agreed that for this to happen, everyone needs to:

1. Interact with everyone in a pro-social manner using positive body language and tone of voice.
2. Take turns when we speak and listen to others
3. Being able to know when it is someone else's turn
4. Looking after and looking out for one- another.



The positive impact this will have is:

1. People will feel happier at school
2. People will enjoy my company
3. I will feel more welcome in class and on the playground
4. I will feel happier about myself as a friend
5. I will understand and be in more control over my emotions



This is likely to help me become a kind, caring and respectful member of our school.

The negative impact if I do not meet expectations will be:

1. Others will think I am being rude or unkind.
2. My classmates will feel frustrated around me
3. Others will not want to spend time with me
4. Others may come to school feeling unhappy and unsafe



This may lead me to feel negative about myself and I may not want to participate in my learning.

I know I will be supported and have extra practice and coaching times so I get better at the things I find hard. Adults will help me and I know I will have to try my best too.

Before my skills improve with practice, I know I may have to learn in a different space so that others in class feel safe and calm to learn.

Encouraging Prosocial and Prolearning Behaviour

We have high expectations for behaviour at Chantry. All members of the school community are expected to work together to understand what these expectations are, and why children may struggle at times to meet these. This involves:

- Self- awareness, self-advocacy and empathy being taught as skills and valued as essential skills
- All members of the school community demonstrating a caring and respectful attitude towards one another, showing empathy and support when others are struggling to meet expectations
- Recognising that everyone has different strengths and valuing the diversity of contribution that individuals bring
- The school community working together in a way that is both prosocial and prolearning, with an eye on support to find solutions for all involved in any challenges
- Supporting the growth of prosocial and prolearning behaviours and attitudes so children develop as members of society with good relationships that enable them to live happy and positive lives

Through developing our children's awareness of their strengths and areas where support may be needed, they can learn strategies to regulate their emotions and therefore outward behaviour. This enables them to self-advocate their needs in a positive way, which in turns allows them to take responsibility for their behaviour and understand the impact of their actions.

Rewards and Support

When children meet expectations they may be rewarded in a number of ways – verbal recognition and additional activities for example. Our aim however is for children to gain intrinsic motivation for being prosocial and prolearning, understanding the value and reward for this both in a wider context and within themselves. Reward charts, merit marks or stickers may not therefore be part of the classroom or wider school reward system.

All members of our school community contribute to our children meeting our expectations by providing high levels of support for children who are finding this difficult. This may be in the moment, or on a more strategic basis over time when the level of need is greater.

Some children will have difficulty in meeting expectations for prosocial and prolearning behaviour. This may be due to external factors such as trauma or high stress situations, or internal factors such as neurodiversity or physical/sensory difficulties. We will:

- Work to ensure all members of the school community show respect, empathy and a willingness to help others, alongside a recognition that there is a reason for children being unable to meet expectations
- Support children to regulate differently in a range of situations and environments, building understanding as to what the appropriate level of regulation is in different circumstances
- Develop the school community's understanding of brain development, why this may create challenges and what we can do to support this in ourselves and others
- Support the school community in taking responsibility for their actions and the impact it has on others and encourage them to consider ways to make amends when needed
- Plan for children to receive additional support, physical resources or skills teaching that they need to manage these challenges over time

In order to support children in learning, provide them with the necessary skills to remain regulated and meet expectations we may:

In the Short Term:

- Remind children of our expectations, discuss prosocial and prolearning behaviours and the impact of not behaving in a prosocial or prolearning way (using the Class Charter or Quick Coaching strategies for example), short burst removal from the challenging situation to de-escalate (time spent on the amphitheatre, reflection room or calm room for example)
- Remove them from the situation currently providing challenge (time out of class, playground or school hall for example)
- Provide calming time for them away from the challenge (in another classroom, the library or rainbow room, a member of SLT's office, or in the calm room for example)
- Talk to them about what has gone wrong, what could be done differently, or how we make amends
- Provide restorative practice for all those involved to seek a solution together and prevent a reoccurrence of the challenge
- Speak to parents/carers as a means to exploring how things could look different in the future
- Keep children safe by temporarily removing activities such as playtimes or lunchtimes where it is felt dysregulation has or may in the near future cause challenge in these environments. Alternative provision may be used to support calming and regulation (Puzzle Club at lunchtime, reflection room at lunchtime, alternative play and lunchtime to peers for example)
- Keep children safe by temporarily removing access to the classroom where it is felt dysregulation has or may in the near future cause challenge in this environment. Alternative provision will be provided within school
- Use positive handling to keep others safe. Please see *Safe Handling Policy* for information on this.

In the Longer Term:

- Remove access to playtimes, lunchtimes or particular activities until skills have been taught in order for the child to be able to manage them (alternative provision such as Puzzle Club or reflection room may be employed to support the child in regulating or learning the skills needed to manage different situations)
- Support within school to enable the child to develop the prosocial and prolearning skills to manage such as Puzzle Club at lunchtimes or alternative play and lunchtimes, Thrive, Play Therapy or Coaching for example
- Support from outside agencies (ESBAS or CLASS for example)
- Provide alternative or part time timetables, both in and out of school (exceptional challenge and high level need only)

Our aim is to maintain a zero exclusion policy at Chantry.

Additional Strategies

Searching and Screening

School staff can search a pupil for any item if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils 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 pupil).

Friendship and Anti Bullying Policy

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Definition

At Chantry we use the Anti-Bullying Alliance definition of bullying, based on research from across the world over the last 30 years.

ABA defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing,
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion (see also our *Online Safety Policy*)
- Indirect - Can include the exploitation of individuals.

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 the local authority.

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 bullying to the local authority. If an incident is intentionally discriminatory, we may report the incident in the first instance. We teach understanding of these topics through assemblies and in class throughout the school year to develop empathy, prosocial and prolearning skills in our children.

See also our *Equality & Accessibility Policy* and Plan.

Bullying and Friendship Difficulties

We acknowledge that both friendship problems and bullying behaviour can be unpleasant and upsetting. 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 involve the 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. The definition above provides us with a guide for these cases.

Strategies for Preventing Bullying Behaviour

- Specific teaching of brain development, empathy, prosocial and prolearning behaviours, the impact for others and consequences for ourselves takes place across the school and are included in our Class Charter (see *Behaviour Policy*) which is displayed throughout the school and regularly referred to.
- Issues surrounding relationships and bullying behaviour are taught through the PSHE Curriculum, including how friendship difficulties can occur and how to manage them (whole class lessons, circle times, small group or whole class discussion for example).
- Whole school assemblies are planned to explore issues around bullying and raise children's awareness of how they can respond and get help.
- School Council, Play Leaders, staff on play time duty and Midday Supervisors are vigilant and support challenge where it arises. It may be passed on to the class teacher and then the senior leadership team if challenges continue.

Strategies for Responding to Bullying Behaviour

Where bullying does occur we will follow our *Behaviour Policy*, with members of the school community working together to find solutions for all involved.

There are times when restorative practice (conflicting parties exploring challenges and impact together, finding a solution in a positive way that empowers all parties) will be used. In other cases it may be appropriate for one party to be removed from various situations for periods of time. We recognise that settled and happy children don't bully others, and that some children need support to change their behaviour (through specific teaching of different skills, or emotional and mental health support for example).

Children are encouraged to resolve conflicts themselves if they feel they are able to do so. As part of teaching, children learn strategies to do so assertively, in a prosocial way, as research has shown this to be the most effective way to stop bullying and empower children to manage future difficulties.

If they feel the problem is too great however and they need support from an adult to resolve difficulties they can:

- Speak to their Teacher or the adult they feel safest speaking to in school.
- Speak to a parent or other safe adult outside of school. They may then contact us. It is important that this is shared with the class teacher in the first instance as they are likely to have greater context.

If efforts by the school do not resolve the situation then help may be sought from outside agencies such as ESBAS.

Bullying incidents are recorded using CPOMS to ensure there is tracking over time.

Complaints

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