




Behaviour Policy

2023

Date adopted by the governing body	23 rd May 2023
Date to be reviewed	May 2024
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

Vision and Values

Our Chantry core values are 'Confident, Caring and Creative'. These values underpin everything we do. We aspire to nurture children who are confident individuals, who care for others and themselves, think creatively and have a love of learning.

We believe that children who feel better, do better. Positive experiences enable all children to demonstrate care and respect for others whilst building prosocial relationships with those around them. Our policy is based on evidence-based research and practice from: The Empowerment Approach and Therapeutic Thinking. These approaches encourage a move towards being self-motivated rather than behaving for an external reward (intrinsic motivation). We believe that relationships are central to supporting and changing behaviour, and punishment is counterproductive. Clear boundaries with logical, protective and educational consequences are key. We operate with awareness of trauma and attachment, in order to nurture a positive self-view in children which leads to better behaviour. Please see our Empowerment Approach Handbook for details of strategies and tools.

Regular communication with parents and carers ensures they feel actively involved in their child's development. When both school and home work together, the best outcomes are achieved for our children.

Our Purpose

As staff, we want to:

- develop a secure, safe and happy environment in which children can learn and play at their best

As Leaders, we want to:

- ensure children develop skills for the future:
- support children to make their best possible progress year on year,
- use prosocial and prolearning skills,
- develop high levels of emotional intelligence
- encourage children to develop a strong moral compass
- support children's intrinsic motivation to meet expectations and boundaries without the need for external control

Supporting All Learners

At Chantry we take a graduated approach to behaviour. This policy is written in conjunction with our SEND, Wellbeing, Anti-bullying and Safe Touch Policies.

This policy supports the majority of children, including those who require some additional intervention (Wave 1 and 2 – see SEND Policy) to meet expectations. Children who need higher levels of support will have a separate plan in place. Their plan is shared with adults in school as well as their parents/carers, to ensure consistency.

The Empowerment Approach is taught across the school through the Wellbeing Curriculum. Strategies and tools are used to help children develop the knowledge and skills they need to manage well in school and society.

All adults in school use a 'Calm, Connect, Support' approach when things go wrong. A 'Prep for Best' activity is used with children to help them plan ahead, or support behaviour

following an absence (e.g. school holidays), to ensure they remember what helps them to manage well.

Follow up conversations take place after an incident, to help children understand their underlying needs or stressors, problem solve and plan together to help them manage better in the future. Parents/Carers may be invited to this conversation to support their child alongside the school.

Protective consequences are used for behaviour that has an impact on others. These cannot be time limited as they ensure safety (physical and emotional). These are gradually stepped down as the child demonstrates they have the skills, knowledge and ability to regulate their emotions or impulse.

Educational consequences teach children skills and knowledge. Examples include:

- Lunch Club where children develop their social skills, turn taking and sharing through play;
- nurture interventions e.g. 'Talkabout', friendship/emotional regulation work
- therapeutic/mental health support e.g. music therapy, nurture groups
- resources that support understanding of impact (racist incidents e.g.)

All consequences are logical and make sense within the context of the behaviour. Consequences may also involve activities to make amends such as fixing or replacing something that is broken.

External rewards (reward charts, stickers, behaviour charts e.g.) are not routinely used in school. For those who need greater structure, these may be used from time to time as children move towards independence and intrinsic motivation

Prosocial Behaviour

Definitions:

- Positive, helpful, and intended to promote social acceptance
- A concern for the rights, feelings and welfare of others
- Benefits other people or society

Prosocial behaviours include:

- meeting expectations in the context of the situation (lessons, playground, assembly, lunch hall e.g.);
- speaking kindly to or about others;
- helping someone who is finding things difficult or hurt themselves;
- involving someone who is on their own (and doesn't want to be) or standing with someone when others are unkind;
- finding an adult to help themselves or others;
- representing the school positively or taking part in activities that improve the local community.

Behaviour	Types of strategies that may be used
Level 1: <ul style="list-style-type: none"> The child achieves the best that they can be. Benefits the child and/or their learning. 	<ul style="list-style-type: none"> Positive verbal acknowledgement from class teacher communication to parents or carers (verbally, or via a phone call or email); verbal acknowledgement from the class if sustained or a big step forward for the child. Language used is based on effort, development of a new skill, resilience or determination.
Level 2: <ul style="list-style-type: none"> Behaviour where the child supports another socially, emotionally or in their learning. A step forward in learning outside of school e.g. as a new swimming group Benefits another person (may also benefit themselves). 	<ul style="list-style-type: none"> Acknowledgement from the child's favourite adult in school; prosocial or prolearning "shout out" in celebration assembly Language used is based on the skill of empathy and impact on the other party.
Level 3: <ul style="list-style-type: none"> Behaviour where the child supports others socially, emotionally or in their learning. Benefits a group - friends, the class. (may also benefit themselves). 	<ul style="list-style-type: none"> Prosocial or prolearning "shout out" in celebration assembly acknowledgement from the head teacher email or phone call to parents/carers from the head teacher. Language is based on the skill of empathy and impact on the other parties.
Level 4: <ul style="list-style-type: none"> Behaviour where the child supports/improves the school or local community. This may also include an achievement bigger than learning in school (competing at county, regional or national level e.g.). Benefits a larger group than their peers - school, charity, local community (may also benefit themselves) 	<ul style="list-style-type: none"> Mention in the school newsletter or Facebook page. a special mention in assembly; Displayed on community board in library

Unsocial Behaviour

Definitions:

- Not seeking to associate with, or behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed, but not to the detriment of self or others

This behaviour is supported differently to antisocial behaviours as its impact is minimal. Support for this may include using quieter spaces at unstructured or busy times, follow up conversations, work completed outside of lesson time (including being sent home with the support of parents if required). If unsocial behaviours are based in distress, then therapeutic approaches will be sought to enable the child to manage well.

Antisocial Behaviour

Definitions:

- Behaviour that causes harm to an individual, our community or the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of others

Antisocial behaviours include:

- not meeting expectations in the context of a situation (e.g. disrupting lessons or assembly, running in corridors, misusing equipment);
- saying hurtful things to/ or about others;
- laughing at someone who is finding things difficult or who is hurt;
- excluding others or standing with someone who is being unkind;
- physically hurting others.

Bullying also falls into this category and is defined by a very specific set of behaviours – it has to be intentional and conscious, hurtful, repeated, and involve an imbalance of power. Please see our Antibullying Policy for more information.

Behaviour	Types of Strategies that may be used
All initial antisocial behaviours – individual, group, whole class, across school. For example: <ul style="list-style-type: none">• talking in class• running down the corridor	<ul style="list-style-type: none">• 'Calm, Connect, Support' to get the child back on track.• Use of Class Charter to clarify expectations.• 'Prep for Best' to plan ahead to meet expectations next time.• Check in with child, acknowledging effort and progress over time.
Level 1: Behaviour that results in their own learning being disrupted Difficult rather than dangerous behaviour. Unlikely to cause distress to others. For example: <ul style="list-style-type: none">• ripping up own work• low level risk (tripping and falling)• low level damage to property e.g. breaking an object such as their own pen or one belonging to the school.	Strategies as above. If not effective: <ul style="list-style-type: none">• Safe space away from class to regulate.• "Follow-up" conversation to explore need, problem solve and set targets.• Parents/carers contacted to support alongside school.• Educational and Protective Consequence in place short term.• Logged on CPOMS (including actions) for monitoring if behaviours become repeated
Level 2: Behaviour that results in others' learning being disrupted Difficult rather than dangerous behaviour. Unlikely to cause significant distress to others, but impacts learning. May be upsetting for some.	Follow process as outlined at level 1. If not effective: <ul style="list-style-type: none">• Educational and Protective Consequences in place.• Use of short term space away from class to enable peers to refocus and so those affected can regulate• Any work not completed sent home (in discussion with parents/carers) or completed at alternative times (playtime or lunchtime).

<p>Behaviours impact on another person or other people within immediate group (as well as themselves).</p> <p>For example:</p> <ul style="list-style-type: none"> • shouting out in class, • constant talking • low level risk behaviour that indirectly results in others tripping and falling • low level damage to property e.g. breaking an object that belongs to another child such as a pen • easily rectified damage to school property. • may include the use of racist, sexist, homophobic or ableist language • Inappropriate touching of private areas without understanding. 	<ul style="list-style-type: none"> • Use of Brooke Sexual Behaviours Traffic Light Tool to ascertain if level 2 or 3. • “Follow Up” conversation held if behaviour repeated several times – with child. • Early Prognosis tool. • Parents/Carers of child and those directly impacted informed for support. • Referral to school funded level 2 Family Keyworker with parent/carer consent. • Incidents logged on CPOMS (including actions) by the person who <u>first</u> managed the behaviour. Adults involved at a later stage to add to the log.
<p>Level 3: Behaviour that results in a significant impact on others’ learning.</p> <p>Difficult/low level dangerous behaviour, upsetting for those involved. May be distressing for some.</p> <p>Impacts an individual or group or the class, as well as themselves.</p> <p>For example:</p> <ul style="list-style-type: none"> • the lesson needing to be stopped due to child’s behaviour • saying unkind things or excluding others, with some understanding of impact • low level unwanted physical touch such as pushing, kicking, poking • may include the use of racist, sexist, homophobic or ableist language • inappropriate touching of private areas with some understanding. 	<p>Follow process as outlined at level 2. If not effective:</p> <ul style="list-style-type: none"> • If child is unable to respond to ‘Calm, Connect, Support’ or access space to regulate seek support from member of Senior Leadership Team or Nurture Team • Class to be evacuated if dysregulated child is unable to leave with additional adult support. • Child is supported in a safe space (calm room, library, SENCO/Headteacher office, rainbow room) until regulated. Two adults to be present if the child is dysregulated and damaging property/attempting to abscond/attempting to hurt others directly or indirectly (throwing objects e.g.). • “Follow up” conversation and parents/carers of child informed. • Parents/Carers of children impacted informed. • Incident logged on CPOMS (including actions) by the person who <u>first</u> managed the behaviour. Adults involved at a later stage to add to the log. • Educational Consequences as part of planned provision (see list above). • Protective Consequences in place until demonstrated impact of Educational Consequences, then gradually stepped down. • Plan created using Therapeutic Thinking Tools if behaviour repeated several times within a term (e.g. Anxiety Analysis, Risk Calculator tool).

	<ul style="list-style-type: none"> • Safe Touch may be required at this level, this will be employed only when necessary and in the best interests of the child (see Safe Touch Policy). • Referral to outside agencies including level 2 Family Key Worker, or Single Point of Advice (SPOA) for referral to children's services if appropriate.
<p>Level 4: Behaviour that results in lessons, spaces within school or relationships feeling unsafe for others. Impacts socially or emotionally at a high level.</p> <p>Dangerous behaviour that causes distress and danger at a physical, emotional, social or identity level.</p> <p>For example:</p> <ul style="list-style-type: none"> • repeatedly (and with intent) saying unkind things to or excluding others; • use of racist, sexist, homophobic or ableist language with an understanding of impact • unwanted physical touch such as pushing, kicking, poking • sexual touch with an understanding of impact 	<p>Follow process as outlined at level 3. If not effective:</p> <ul style="list-style-type: none"> • If unsafe, evacuate class immediately and call for Senior Leadership or Nurture Team support. • Child has a plan put in place, disseminated to and used by all adults across school. • All Incidents and actions logged on CPOMS by the person who <u>first</u> managed the behaviour. Adults involved at a later stage to add to the log. • Safe Touch may be required at this level, this will be employed only when necessary and in the best interests of the child (see Safe Touch Policy). • Regular contact with parent/carer/outside agencies, including Single Point of Advice (SPOA) for referral to children's services. • Possible use of part time timetable, alternative spaces and, targeted "neutral" adult support • Referral to ESBAS. • Referral to FLP (e.g. New Horizons) • Support/ therapeutic referral provided for those affected • Fixed term suspension if behaviour occurs over an extended period even with support in place. • Permanent exclusion if the safety of others cannot be guaranteed in the long term even with protective consequences and additional provision in place.

Quality First Teaching using the SEND Process of Support will be in place at all stages to identify and support any underlying learning needs (see SEND Policy).

At all stages, when and if the child is able to, restorative conversations with individuals or groups take place when there has been impact on others.

Unforeseeable Behaviour

Definition:

- Behaviour that the school could not reasonably have expected, has not been seen previously and therefore is not included in policy, individual plans for children, or risk assessments.

In these cases staff follow our policy as far as is reasonable. When this is not possible, and before things escalate to dangerous levels, Senior Leaders or Nurture Staff are called to support. They will make dynamic risk assessments to resolve the situation.

Following incidents such as this, a risk assessment is completed. Discussions take place with parents/carers, senior leaders, adults in class and the child, where possible.

Communication and Recording in School

At Chantry we use CPOMS to record safeguarding or behaviour incidents. Every incident recorded is automatically sent to the Designated Safeguarding Lead (Becky Reed, Headteacher), and Deputy Designated Safeguarding Lead Helen Drake, to help us build an overview of behaviour and where support may be needed.

Incidents are recorded by those who first encounter and support the behaviour. Other adults add to this, to ensure a clear picture. Relevant adults are linked-in for clarity.

Incidents are recorded accurately and include:

- Who was involved
- What happened first/observed triggers.
- In the case of racist, sexist, homo/trans phobic, ableist language: what was said, how many times.
- In the case of physical incidents: who was touched, how, (kicking, biting, pinching), where (specifically: arm, leg, face, genitals), how many times.
- Which adults supported, what was said, any touch from the adult (see Safe Touch Policy).
- Additional adults who were called for support.
- Actions e.g. protective/educational consequences, follow up conversations, time in alternative spaces, parent/carer contact
- Any outside agency involvement

Communication with Parents/Carers

Classroom staff and members of the Senior Leadership Team are always available at the beginning and end of the school day to discuss any concerns with parents/carers.

When dealing with behaviour, adults may need to touch children or in more serious cases hold children for their own or others safety. For more details about Safe Touch, please see our Safe Touch Policy.

Suspension

At Chantry our policy is one of non-exclusion where possible. Instead, we employ de-escalation and support strategies, individual plans and utilise support from outside agencies. We believe this careful support, in addition to positive relationships with parents/carers minimises the need for suspension.

We recognise that fixed term suspension is not a tool that changes behaviour, and therefore it is only used when behaviour occurs at levels 3 or 4, causing significant disruption to learning, safety, child or adult wellbeing, or the smooth running of the school. Short term, suspension may result if a child is unable to regulate even with significant support in place.

For children receiving a short term suspension, a Risk Reduction Plan may be put in place. Relevant details and strategies from this are shared with all staff to ensure consistency. A reintegration conversation is held with parents/carers and the child, to ensure transition back into school is smooth and to safeguard against future suspension.

Strategies may include part time timetables, reduced demand through personalised learning, referrals to outside agencies, protective and educational consequences, or therapeutic intervention. A referral to Flexible Learning Provision may occur if behaviours are serious, ongoing and children are not responding to support.

If our policy has been followed, extensive support has been put in place together with input from outside agencies and little impact has occurred, then the safety and wellbeing of other pupils and staff will be assessed and permanent exclusion may occur. We recognise the impact of this on children's life chances and try to avoid this wherever possible.

Linked policies:

- SEND
- Anti-bullying
- Equalities
- Wellbeing curriculum