




Behaviour Policy

2024

Date adopted by the governing body	September 2024
Date to be reviewed	September 2025
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

Vision and Values

Our Chantry core values of 'Confident, Caring and Creative' 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.

Our policy uses evidence-based research and practice from: The Empowerment Approach and Therapeutic Thinking. Children who feel better, do better and positive experiences enable children to demonstrate care and respect for others whilst building prosocial relationships. These approaches encourage self (intrinsic) motivation rather than seeking an external reward. We know that relationships are key to supporting and changing behaviour, and clear boundaries with logical, protective and educational consequences are used rather than "punishments", in order to nurture positive self-view, leading to better behaviour. We operate with awareness of trauma and attachment difficulties, as well as physical, sensory or neurodiversity needs that can affect behaviour. Please see our full policy and the Empowerment Approach Handbook for greater detail.

Regular communication with parents/carers is essential. When school and home work together, the best outcomes are achieved for our children.

Our Purpose

As a school, we will:

- develop a secure and happy environment in which children can learn and play at their best
- ensure children develop skills for the future and support children to make their best possible progress year on year
- 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, in conjunction with our SEND, Wellbeing, Anti-bullying and Safe Touch Policies.

This policy supports the majority of children, including those who require additional intervention (Wave 1 and 2 – see SEND Policy). 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 for new or ongoing challenges, which helps them to manage well in and out of school in different situations.

Follow up conversations take place after children have regulated to help them understand underlying needs or stressors. Adults and children will then plan together to help them make amends and respond differently in the future. It is acknowledged that change takes time, and it may need several conversations and some practise to see progress.

Two types of consequence are used in school. Protective consequences help to keep children safe and are important when behaviour impact on others. These are not time limited as they ensure safety (physical and emotional). They are regularly reviewed and gradually stepped down as the child demonstrates they have the skills to regulate emotions or impulse.

Educational consequences teach children skills and knowledge. Examples include:

- Lunch Club and Nurture where children develop social skills, turn taking and sharing
- Targeted interventions ('Talkabout', Zones of Regulation, Sensory Circuits, Friendship Groups e.g.)
- Therapeutic/mental health support (Worry Tree Group, music or play therapy, keyworker support e.g.)
- resources that support understanding of impact (discriminatory incidents e.g.)

Consequences are logical and make sense within the context of the behaviour. They may also involve activities to make amends (fixing or repairing something that is damaged e.g.).

External rewards (charts, stickers e.g.) are not routinely used in school. When greater structure is needed for the short term, these may be used to support a 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, or finding an adult to help themselves or others;
- representing the school positively or taking part in activities that improve the local community.

Prolearning Behaviour

Definitions:

- Works to the best of their ability, and develops new skills or knowledge
- Demonstrates resilience in learning (keeps going even when it's hard or frustrating)
- Supports others' knowledge or skills development
- Supports others' learning behaviours

Strategies used to acknowledge and celebrate Prosocial and Prolearning Behaviour

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| <ul style="list-style-type: none"> • Positive verbal or non-verbal acknowledgement from class teachers • Communication to parents or carers (verbally, or via a phone call or email) • Acknowledgement from the class • Acknowledgement from the child's favourite/safe adult in school • Acknowledgement from the head teacher (including head teacher's award for progress and effort) • Prosocial or Prolearning "shout out" in celebration assembly |
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Language used to acknowledge and celebrate Prosocial and Prolearning Behaviour

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| <ul style="list-style-type: none"> • Based on effort, development of a new skill, resilience or determination. • Based on the skills (empathy e.g.) and the impact on others. |
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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 impact on others is likely to be minimal. Support includes using quiet spaces at unstructured or busy times, follow up conversations or coaching to plan together, meetings with parents/carers to share strategies, 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 may be sought.

NB: Unsocial behavior becomes Anti-social behavior when it impacts on others (removing adult support from the class, a group, or from their work on a regular basis e.g.).

Antisocial Behaviour (may be classed as child on child abuse)

Definitions:

- Behaviour that causes harm to an individual, our community or the environment
- Behaviour that is likely to cause injury, distress or violation of their rights

Antisocial behaviours include:

- not meeting expectations (e.g. disrupting lessons, running in corridors, misusing equipment)
- saying hurtful things to/ or about others, or 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 falls into this category, but is defined by a very specific set of behaviours – it has to be **intentional** and conscious, **hurtful**, **repeated**, and involve **imbalance of power**. Please see our Antibullying Policy for more information.

At Chantry, we have a zero-tolerance approach to child-on-child abuse

Strategies that may be used

- “Calm, Connect, Support” to get the child back on track
- “Follow-up” conversation to clarify expectations, explore need, problem solve and set targets
- “Prep for Best” or Coaching Conversation to plan ahead to meet expectations next time
- Check in with child, acknowledging effort and progress over time
- Protective consequences
- Educational consequences
- Incidents logged on MyConcern (Safeguarding and Behaviour Software)
- Debrief with class, with respect given to dysregulated child
- Parents/Carers of those impacted informed
- Safe space away from class to regulate
- Parents/carers contacted to support alongside school
- Space away from class to enable peers to refocus and support others’ regulation
- Incomplete work sent home, or completed at alternative times (play or lunchtime e.g.)
- Support from member of Senior Leadership/ Nurture Team
- Support/ therapeutic referral provided (both for those demonstrating behaviours and those affected)
- If unsafe, class evacuated Senior Leadership/ Nurture Team called
- Child supported in a safe space (calm room, library, SENCO/Headteacher office, rainbow room) until regulated. Two adults will be present if child is dysregulated and damaging property/attempting to abscond/attempting to hurt others directly or indirectly
- Child has a Risk Reduction Plan, disseminated to and used by adults across school
- Referral to school funded level 2 Family Keyworker (parent/carer consent required)
- Use of Brooke Sexual Behaviours Traffic Light Tool to ascertain level of concern
- Reasonable force may be used to ensure safety (children hurting themselves or others), prevent property damage, absconding, or to maintain discipline. Safe Touch will be employed **only** when necessary and in the best interests of the child or safety of others (see Safe Touch Policy). Please note Safe Touch, is not the same as, but may include, restraint in exceptional circumstances (incidents of restraint are reported to parents/carers and formal reports are completed and stored on the schools’ Safeguarding System MyConcern)
- Referral to Single Point of Advice (SPOA) for referral to if appropriate.
- Regular contact with parent/carer/outside agencies, following support from Children’s Services
- Possible use of part time timetable, alternative spaces and enhanced support
- Referral to FLP (e.g. College Central)
- 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

Wave 1 Teaching using the SEND Process of Support will be in place at all stages to identify and support 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 policy as far as is reasonable. When this is not possible, and before things escalate to dangerous levels, Senior/ Nurture Team 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, in line with DCAT Policy, MyConcern is used to record safeguarding and behaviour incidents. Incidents recorded are automatically sent to the Designated Safeguarding Lead (Helen Drake, SENCO and Deputy Head teacher), and Deputy Designated Safeguarding Leads Becky Reed (Head teacher), Beccy Byles (Nurture Lead and Eve Maynard (KS2 Lead, SLT).

Communication with Parents/Carers

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

Class teachers may contact parents/carers to inform them of incidents that their child has been involved with, whether as perpetrator or victim.

NB: Behaviour support is part of day to day life in a school, therefore incidents that are part of age appropriate behaviours may not be reported unless this begins to form an ongoing pattern that is disruptive to learning or relationships, or is harmful to themselves or others.

Suspension

At Chantry we employ de-escalation and support strategies and have invested in a full time Nurture Lead to ensure our children receive the support they require. 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