

Vision and Values

Chantry's core values of '**Confident, Caring and Creative**' underpin everything we do. Policy and Practice is built on evidence-based research of **Children who feel better, do better**, and our approach encourages progress based on self (intrinsic) motivation rather than external reward. Relationships are key to changing behaviour. Clear boundaries with protective and educational consequences are used rather than "punishment" to nurture positive self-view, leading to better behaviour. We operate with awareness of trauma/attachment difficulties, as well as physical, sensory/neurodiverse needs. Please see our full policy and the Empowerment Approach Handbook for greater detail.

Definitions:

Prosocial Behaviour: positive, helpful, and intended to promote social acceptance. It shows concern for the rights, feelings and welfare of others. It benefits other people or society.

Prolearning behaviour: children trying the hardest THEY can, resulting in new skills or knowledge. It shows resilience and supports others' knowledge and skills development, or learning behaviours.

Prosocial and Prolearning Chantry Values are recognised in Celebration Assemblies. Parents/Carers are invited to observe their child receiving a certificate. Group photographs are also published on FaceBook. Different children also receive a "Shout Out" for their behaviour that week.

Unsocial behaviour: children not seeking to behave sociably with others, or not doing as instructed but not to the detriment of self or others. This can become antisocial when it impacts on others and the wider running of the school.

Antisocial behaviour: causing harm to others, our community or environment; likely to cause injury, distress, or violation of others' rights.

We use '**Calm, Connect, Support**' to support regulation, and '**Follow Up**' for making amends and exploring a different response in future. **Prep4Best** activities help children plan ahead. Several conversations, and practise, may be needed to see progress.

Two types of **consequence** are used. **Protective** consequences keep children safe when behaviour impacts on others. **Educational** consequences support skills development, ability to recognise triggers and overwhelm, or find alternative ways to show big feelings, helping prevent behaviours being repeated. This takes support, time and practise.

At Chantry we take a graduated approach to behaviour. (Waves often overlap, especially with age/stage of development or type of need)

Wave 1 support includes: Follow-up, Prep for Best/ Coaching Conversations; Protective and Educational consequences; Parents/Carers informed; Incomplete work sent home or completed at alternative times in school to ensure learning gaps don't develop or increase.

Wave 2 support includes: Input from Senior Leadership/ Nurture Team; Therapeutic support/referral; Children accessing a safe space in lessons and/or unstructured times; Level 2 Family Keyworker, or other outside agency support (parent/carer consent required).

Wave 3 support includes: Single Point of Advice (SPOA); Safe Touch/ Reasonable force; Fixed term suspension or permanent exclusion.

At Chantry we seek to be an **Anti-Discrimination School**. We educate children in the power of diversity. We have a specific, graduated process to address discrimination, and thank our parents/carers for working with us alongside this.

Bullying is included within “behaviour”, but requires four specific behaviours to be classed as bullying – **intentional** and conscious, **hurtful**, **repeated**, and an **imbalance of power**. Friendship difficulties (where children are unkind to each other but at other times get on well, and often want to play with each other) are not “bullying”. We recognise this can turn into bullying when there is an imbalance of power. Where children lack understanding, intent is not present (additional need, lack of understanding due to age/stage). Behaviour is always addressed, but not categorised as “bullying”. (Please see Antibullying Policy for greater detail.)

There may be times we need to **search** children or belongings. There will always be a good reason to complete these, and two adults will be present. This is a rare occurrence, but there are times when it is required. Staff retain the right to **confiscate** items.

Communication and Recording in School

At Chantry, in line with DCAT Policy, MyConcern is used to record incidents of concern. Incidents recorded are automatically sent to the Designated Safeguarding Lead (Helen Drake), and Deputy Designated Safeguarding Leads Becky Reed, Beccy Byles and Eve Maynard.

Communication with Parents/Carers

When school and home work together, the best outcomes are achieved for children. Support will necessarily look different for children who have additional needs, from wherever these arise.

Behaviour support is part of day to day life in all schools, therefore incidents that are part of age appropriate behaviours may not be routinely shared with you unless it forms an ongoing pattern that is disruptive to learning or relationships, or is harmful to themselves or others.

Staff are available at the beginning and end of the school day, and may contact you to inform you about incidents. Please contact the class teacher initially with any concerns as they are likely to have a more complete account to share about any issues arising during the school day.

Suspension

Suspension rarely changes behaviour, and therefore is only used as a last resort. We employ de-escalation strategies and have a full time Nurture Lead. We believe this support, alongside positive relationships with parents/carers, minimises the need for suspension.

Risk Reduction Plans may be put in place, and reintegration conversations are held so transition back into school is as smooth as possible.

If policy has been followed, extensive support from home and school has been put in place together with input from outside agencies and little impact has occurred, referral to Flexible Learning Provision may occur. If impact remains low, then the safety and wellbeing of others will be assessed and permanent exclusion may occur. We recognise the impact of this on children’s life chances and avoid this wherever possible.