



# **Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens**

**(previously known as the Anti Bullying Policy)**

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

**Governor's Committee Responsibility:** Full Governing Body

**Date Approved:** Summer July 2017

**Review Period:** Annually

**Next Review Date:** Summer July 2018

## **Autism Statement**

We at Limpsfield Grange School aim to develop practices and policies that promote and sustain the wellbeing of children and young people with Autism.

We aim to offer training and support for staff parents and other stakeholders to enable them to best meet the needs of children and young people with Autism.

We aim to establish a consistent approach across all areas of our school community that enables all students with Autism to learn and make progress.

We aim to ensure that our communication with all stakeholders is clear and appropriate.

We aim to ensure that our physical environment is responsive to the needs of children and young people with Autism, and that we take account of the sensory needs of individuals.

We aim to provide a range of experiences that enable interaction; promote social inclusion and independence; and support learners with Autism to reflect on their experiences.

We aim to empower our learners to understand their Autism and celebrate their difference.

We aim to provide on-going high quality staff development for all members of staff at Limpsfield Grange.

We aim to develop and sustain a multi-disciplinary approach where professionals plan and work together to meet the needs of learners with Autism.

At Limpsfield Grange we work together to enable the girls to develop their knowledge and independence, their communication skills, their ability to manage their anxieties and emotions. When they leave us we want them to be confident, happy and ready for the next stage of their lives. We want them to become active adults who can function in, and contribute towards society. We therefore encourage the highest levels of behaviour and support the students in learning to take responsibility for their own behaviour.

**At Limpsfield Grange we aim to be proactive in promoting respect, tolerance and socially acceptable behaviour though:**

- Supporting our students in becoming responsible citizens who show respect and tolerance for others and who know that nobody has the right to knowingly or deliberately make another person feel unhappy or uncomfortable.
- Having an ethos of good behaviour where students treat one another and all adults with respect because they know that this is the right way to behave.
- Educating students about the legal and criminal implications of inappropriate behaviour.
- Having shared values of respect for adults and other students, an understanding of the value of education and a clear understanding of how our actions affect others.
- All adults connected to our community being role models, modelling respectful, tolerant and socially acceptable behaviour across the school at all times.
- Difference being actively and visibly celebrated and welcome throughout the school.
- Openly discussing differences between people, such as religion, ethnicity, disability, gender, gender identity or sexuality.
- Challenging and taking seriously all forms of discriminatory and anti-social language or actions. Any disciplinary actions will be applied consistently, fairly and reasonably and will take account of any special educational needs or disabilities.
- Supporting students in managing relationship conflict.
- Creating an inclusive environment where students can openly discuss concerns without fear.
- Challenging student's thinking and perceptions through developing empathy and understanding.

This guidance has been developed in response to the needs of our cohort at Limpsfield Grange. It replaces our Anti Bullying Policy and reflects the context of our school and the individual needs of our learners, which our Anti Bullying Policy did not. Analysis of incidences of bullying behaviours (physical, verbal, emotional and cyber) against the definition of bullying as set out in the DfE guidance 'Preventing and Tackling Bullying' (October 2014)<sup>1</sup> shows that we have low incidence of bullying at Limpsfield Grange.

Our students have a wide range of needs that span across the four main areas of communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical. As a result

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<sup>1</sup> DfE guidance 'Preventing and Tackling Bullying' (October 2014) defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim, this could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online."

of their social interaction and communication difficulties including autism, our students can have difficulties with perspective taking and misreading social cues, which means they can misinterpret the intentions and actions of others. There is also some evidence to suggest that some people with autism can display behaviour which can be interpreted as bullying (Kanne and Mazurek 2010, Zablotzky 2013). When people with social interaction and communication difficulties including autism are thought to be bullying, it is often because of aggressive or externalising behaviours, when actually the focus needs to be on the student's motivation for the behaviour. These behaviours can also be as a result of various social misunderstandings, such as wanting to join in but not being sure how to, anxiety caused by change in routines and unpredictability and not being able to understand another person's perspective. Some of our students have special interests and these can also extend to people, meaning that they can become overly focused on a particular person or their actions. This can lead to hyper vigilant behaviour, stress and anxiety on the part of the individual with the fixation; which can in turn lead to challenging or undesirable behaviours. In addition, students with anxiety can also seek to control situations and people as a means to reducing their own anxiety, without understanding that this level of control they seek, can provoke anxiety in others. Our students need to learn what is socially acceptable in every new situation and be supported to understand the consequences of their actions. Preparing our students for the outside world is integral to our work at Limpsfield Grange and is something that needs to be constantly reinforced.

### **School response to socially unacceptable behaviour**

Any student who feels that they have been subjected to behaviour from another student that is not socially acceptable or behaviour that is not consistent with the school's values of tolerance and respect, or have seen this happen to another student, can tell any member of staff. They can also email or write a note. The member of staff will then inform Mrs Janaway, Student Support Lead, and if she is not available, they will tell Miss Phillips, Deputy Headteacher. If parents have a concern, then they are advised to contact Mrs Janaway in the first instance. Mrs Janaway will make an assessment of what has been reported and ensure that this is fed back to the student and/or parent that has reported the concern within two working days. It will be decided if any disciplinary action should be taken and consequences will be in line with our Behaviour Policy. It may also be considered appropriate to notify the police if the behaviour could be criminal or anti social in nature, or pose a threat to a member of the public. If there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, then we will report our concerns to Children's Social Care.

### **Comments, compliments and complaints**

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication. Should you have a specific complaint, please contact the office for a copy of our complaints procedure. A copy of our complaints policy and procedure is also available on our school website.

You can get a copy of our policy in a number of ways. It is available on our school website and a hard copy can be requested from the school office.

### **Related Policies**

Child Protection and Safeguarding Policy

Complaints Policy & Procedures

Homework Policy

Teaching and Learning Statement  
Teaching and Learning Statement  
Equality and Diversity Policy  
Behaviour Policy  
Staff Behaviour Policy  
On Line Safety Policy  
Whistleblowing Policy

**Monitoring:**

This guidance will be monitored through recording and analysing behaviour data including Significant Incidents, Consequences and Exclusions; through lesson observations, drop ins and student trails; through reports to the Curriculum Community and Student Welfare Committee, and to the Full Governing Body through the termly Headteacher's report.

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated

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