



Cassiobury Junior School
Behaviour Management and Anti-Bullying Policy and
Approach

Cassiobury Rules

- 1. Be kind and respectful**
- 2. Work hard**
- 3. Do what you are asked to do**

Draft September 2019/Reviewed and updated July 2020/Reviewed September 2022/ reviewed September 2023/reviewed September 2024 in line with DFE guidance February 2024

Reviewed in September 2026

Introduction

Purpose

The purpose of Cassiobury Junior School's Management of Behaviour policy is to inform all stakeholders of the school's therapeutic approach to managing pupil behaviour where we aim to provide opportunities for: leadership, aspiration and reflection. It also intends to make clear to all staff how to teach pro-social behaviours and to respond to anti-social behaviour confidently and consistently.

We have chosen to develop a Management of Behaviour policy because we want pupils to consider the action and consequences to their choices in the context of the whole school dynamic. The policy emphasises prevention, restoration and reparation as well as applying both educational and protective consequences where appropriate.

We understand that, where children are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their self-regulation which leads to long-lasting change. We believe that we need to teach the children how to forgive and repair situations in a way that helps them value pro-social behaviour. All staff must follow the approach set out in this policy and take active responsibility for growing the children's independence and capacity for self-regulation. The school recognises that children are individuals and as a result strategies may be personalised.

Therapeutic approach

All staff are trained in a therapeutic approach to behaviour intervention (All new staff will be trained in the approach in a timely manner.) This means that every behaviour intervention considers the effect on each individual's feelings.

This policy has been devised with the support of parents and governors and after consideration of training in Herts Therapeutic approaches to Behaviour and DFE guidance. This policy has been updated to reflect the DFE guidance, 'Behaviour in Schools,' February 2024. This guidance states that school behaviour policies should;

- a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

It is recommended that this policy be read in conjunction with the DFE guidance 'Behaviour in Schools,' February 2024

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Governing Body Statement of Behaviour Principles

We the Governors of Cassiobury Junior School:

- adopt and support the school in achieving its values, safeguarding its rights and following its rules*
- respect and value members of the school community and are committed to providing a caring, friendly and secure environment for all pupils and staff so that they can learn, work and achieve success in a safe and happy environment*
- recognise our responsibility to safeguard all who access our school and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying*
- value the strong relationships that exist in the school which leads to mutual respect*
- encourage positive behaviour*
- have high expectations of everyone and actively promote equality of value whether race, gender, age, sexual orientation, religion or disability*
- seek to eliminate all forms of discrimination, harassment and bullying*
- expect parents to treat all pupils, staff and parents with respect and conduct themselves in an appropriate manner.*

At Cassiobury Junior School we aim to be

- Consistent in our approach and model good behaviour
- To teach a behaviour curriculum through assemblies, circle times and classroom learning to promote 'pro-social' behaviours now referred to as The Cassiobury 'Ps'
- Clear in our message and expectations
- To develop a pupil's growing responsibility for their own behaviour
- To promote an environment where we help our pupils to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment;
- To encourage consideration for others in the school and wider community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour;
- To develop pride in the school, in work, in conduct, in attitude, in effort as well as achievement.

Intention- Our intention is that ...

- Pupils feel secure as they know the expectations and consequences
- Staff feel secure that they know what is expected of them and their colleagues
- That all members of staff know that the aim is to de-escalate behaviour in adults and children
- That our approach is 'therapeutic' in the sense that we believe that consequences will lead to changed behaviour rather than 'punishments.' (Restorative rather than punitive.) Protective Consequences are those that may be used to reduce further incidents and support changed behaviour.
- All children can work within the behaviour policy including those with SEND.
- There is suitable flexibility to personalise responses to the individual needs of pupils in 'crisis.' Crisis is when a pupil feels unable to cope or be in control of their situation they may feel great emotional distress or anxiety caused by a range of factors. Support will be in place where possible.

Practice - In order to put this policy into practice we will...

- Continually involve and develop staff practice to ensure the consistency of approach and regularly revisit in staff training. Ensure new staff receive training in a timely manner.
- Make our expectations clear and high from the first moment by clearly teaching 'pro-social behaviours' known as the 'Cassiobury 'Ps'
- Build positive relationships with parents of all pupils including those pupils with behaviour difficulties
- Monitor the consistency of staff across the school
- Ensure that staff look for the positives in behaviour and learning- celebrate successes and build on them
- Work to help staff understand special/specific needs of all pupils.
- Ensure that staff have respect and understanding of the impact of ACEs (Adverse Childhood Experiences)
- Model good behaviour for colleagues, parents and pupils (manners, listening, support, praise, punctuality, preparedness, pride in their work, presentation, tidiness etc)
- Expect consistency between staff, days, pupils, language and phraseology and locations (for example; the same behaviour is expected in class as the dining hall)
- Have clear routines for school, class, playground and transitions. Teach these routines so that they become 'routine!'
- Provide an environment that values adults and pupils alike by being welcoming, secure, well ordered, clean and well ordered
- Stay calm, don't shout!
- Get to know people so that there is mutual respect
- Have personalised risk reduction plans for those children that need it, by using anxiety mapping, roots and fruits and dialogue. Ensure that all staff are aware of such plans so that there is a consistency of approach.
- Give feedback to pupils and their parents about good behaviour as well as areas for improvement- the school has tokens for the different 'houses.'
- Seek external support in line with the graduated response.
- Aim to treat responses to behaviour in a more private manner (where possible) to avoid 'shaming' pupils. Be prepared to use private levels of praise especially where pupils are uncomfortable with 'public' comments, even when positive.
- To ensure that behaviour episodes are managed, to allow an opportunity to reflect, repair and restore
- Avoid negative terminology such as 'kicking off' 'melt down' 'going into one.'
- Avoid restraint but understand that it may, rarely, be needed in line with the school's Restrictive Intervention Policy July '27.
- Avoid physical intervention unless where absolutely necessary
- **Ensure that staff are trained and are aware of the whole school approach**

Formal responses to 'pro-social' behaviour

- These are listed on the Positive/Pro-Social 'Ps' Curriculum for Behaviour (Green Chart) which shows positive behaviours taught, encouraged and expected of all members of the school community.
- This chart highlights the various pro-social behaviours and gives examples that could be used.
- Pro-social behaviours might be picked out as examples for children or used as a point of discussion in PSHE discussions and assemblies.
- The examples are not a complete list and it is expected that pupils and adults can create their own examples within their class.

The school has a number of ways to acknowledge positive behaviour but does not feel that this should be overly 'rewarded,' pro-social behaviour is the expectation and there are a number of ways to praise pupils. The school has a 'housepoint' token system similar to one used by several supermarkets. Individual (per pupil) counts of housepoints are not used or collected. Stickers and verbal praise are also appropriate. The school newsletter also has 'special mentions' for praising children.

Class teachers may run small incentives such as marble jars for whole class rewards but should ensure that no child is excluded from rewards or any such suggestion is made to children. Class teachers should liaise with colleagues on rewards to ensure a level of fairness.

Responses to Anti-Social behaviour - a therapeutic approach to managing behaviour

- The first approach is that all staff need to have, make clear and be consistent in expecting good behaviour as described in the pro-social curriculum/ 'Ps'.
- Staff should use clear instructions and be precise in what they ask such as, *'put down your pencils, stop speaking and look this way.'* Phrases like, *'behave'* or *'be good'* are unhelpful as they are too vague.
- Positive reinforcement of pro-social behaviour should be routine. *'I am pleased that you have tidied the book shelf and lined up quietly.'* Children should be reminded what the pro-social behaviour is and the chart can be used to reinforce this.
- Consistency and conviction are essential to high expectations. Staff should make it clear that they have high expectations themselves not just because the headteacher is coming!
- If a pupil is not following clear expectations then this should be discussed with the pupil and give them an opportunity to change that behaviour.
- Before reacting always consider whether you need to react at all.
- All adults in the school should endeavour to minimise behaviour and de-escalate (considering language and physical responses)
- Try not to single children out or embarrass them into behaving. It is easier to change behaviour if you do this as well as building relationships.
- Anti-social behaviours should be addressed in a resolution type manner, one should be able to explain and teach them a better approach. For example, a child who is dropping litter might be asked to help the caretaker with a tidying task.

- A risk reduction/behaviour support plan should be used where difficult behaviour has become regular or persistent. This should be reviewed and updated regularly.
- Where a child has an SEND Education Healthcare Plan the school should ensure that reasonable adjustments have been tried before consideration of exclusion.
- **The school staff can only discuss a child's behaviour with their own parents/carers and professionals. Whilst it may be frustrating, we cannot discuss another child with another parent or the consequences put in place.**
- A child in crisis needs calm responses at all times.
- If a child is unsafe or very disruptive around other children or adults then the calmest approach may be to gently escort the other children out of a room or area rather than confront an already distressed child.
- Staff must record incidents in accordance with the school policy and specifically the 'orange' anti-social behaviour chart. Staff should not use CPOMs as a way of informing- it is for recording but staff should ensure that the class teacher and (where needed) the SLT are informed as soon as possible so that appropriate actions can be implemented.
- Exclusions- The school reserves the right to use suspensions (sometimes described as 'fixed term exclusions') and exclusions where it is felt that behaviour has become dangerous or where other strategies are not having enough of an impact on difficult or disruptive behaviour. Single serious incidents may also result in an exclusion. Please see the anti- social behaviour chart.

Following up behaviour episodes - a clear approach to very disruptive, difficult or dangerous behaviour. What to do next? Punishment or consequences in a therapeutic model?

Within the therapeutic model it is believed that consequences should be protective or educational. Punishment without growth can lead to resentment and no change in behaviour.

- After difficult or disruptive behaviour incidents/period protective consequences and or educational consequences should be considered and explained to children (and parents where appropriate.)
- Any consequences must be explained in the context of what has happened, 'you cannot be on the playground until I can be sure that you won't hit other children.' Etc
- Parents must be informed as soon as is possible, and involved where possible, so that there are limited 'surprises'.
- A child should have the opportunity to complete anxiety mapping with an adult that they trust, they should use the root and fruits charts to reflect on the desired behaviour and the path/strategies needed to develop this.
- Staff should remain open minded about what the child might need.
- A personalised risk reduction plan should be drafted and shared and followed where it is deemed appropriate according to the behaviour chart and professional opinion. The orange behaviour chart indicates when a personalised plan may be appropriate.
- It should be noted that in the case of dealing with incidents, two children may be involved in the same incident but may find themselves at different stages of the behaviour chart due to the number of incidents that have happened previously.

Examples of protective consequences	
• Move learning space • Time out • Adapted break time • Contact parents • Verbal discussion	• Increased staff ratio • Limited access to outside space • Escorted in social situations • No availability of minibus • Differentiated teaching space • Exclusion
Examples of educational consequences	
• 1:1 or group conference (Class Teacher) • Small restorative project • Completing a good deed for a friend	• Completing tasks • Rehearsing • Assisting with repairs • Educational opportunities • Research • Restorative meetings

Proforma/ Documents needed for this approach- Each class will have a hard copy folder of these documents.

- Pro-social behaviour Cassiobury 'Ps' curriculum (green chart) as well as anti-social behaviours (orange chart)
- Anxiety maps
- Roots and Fruits proforma
- Record and Reflect form
- Positive phrasing v negative phrasing list
- Behaviour folder contents sheet

These should be available in the class, behaviour folder in which record and reflect forms and risk reduction plans should be kept to track behaviour over the year. This should be passed to the next teacher as children move up through the school.

Anti-Bullying and Harassment (this replaces the Anti-bullying policy)

Harassment is defined as; unwanted behaviour which an individual finds offensive or which makes you feel intimidated or humiliated.

Bullying is defined as; action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not based on a single incident, rather repeated (and likely regular) incidents directed at a particular child. *Single incidents will be taken seriously and also addressed in line with policy.*

It is the responsibility of every adult working at Cassiobury who witnesses bullying or inappropriate behaviour by any member of the school community to investigate and challenge it in a prompt manner. If further action or support is needed, please speak to the SLT. Any abusive, intimidating or threatening behaviour aimed at the adult who does challenge bullying or inappropriate behaviour will be dealt with in the strongest manner possible.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Prejudicial based on discrimination reasons
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate many other problems, but bullying should be considered a possibility and followed up.

Any concerns or incidents should be recorded via the school systems on CPOMS in accordance with the behaviour grid.

Procedures

- Report bullying incidents to staff in a timely manner, where possible
- In cases of bullying, the incidents will be recorded by staff
- Parents should be informed and will be asked to come in to a meeting to discuss the problem. Ideally, parents will be informed of any ongoing incidents as they happen.
- If necessary and appropriate, police may be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- The school could use increase monitoring procedures to reassure those involved
- An attempt will be made to help the instigator change their behaviour

Outcomes

- The instigator may be asked to genuinely apologise. Other consequences may take place in accordance to the behaviour policy.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- In some situations, a risk management plan may be considered to protect the children involved.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The role of governors – anti bullying

The governing body supports the headteacher in all attempts to prevent, manage and reduce bullying in our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. These are reported termly to the Full Governing Body.

The role of the headteacher- anti bullying

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why bullying is wrong, and what consequences are applied. Individual cases would not be discussed.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher/staff - anti-bullying

Adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. If concerns are raised by staff pupils or parents then the staff will monitor more closely.

If teachers witness an act of unkindness, they do all they can to support the child who is being mistreated. If a child is being bullied over a period of time, then the head/assistant head and parents should be informed promptly.

The school uses CPOMs to record significant incidents (that they are aware of) and therefore is able to monitor and analyse patterns of behaviour. There is a worry box that enables children to record any bullying incidences.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately in accordance with the behavioural policy. This may involve counselling and support for the victim of the bullying, and consequence for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as social services, family support worker- as examples.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. As bullying is largely based on repeated behaviours, parents are asked to alert the school to all incidents that they are aware of.

Parents have a responsibility to support the school's behaviour policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

The school records behavior incidents on a portal called CPOMS. Staff use the behavior policy to ascertain categories of behavior. Bullying and Racist incidents are identified separately and reported on each term to the governing body. Any patterns of behaviour or new concerns are shared with the governors as are any planned responses to behaviour.

Behaviour outside of school premises

Teachers and paid members of staff have the power to discipline pupils for their behaviour outside of the school premises.

Teachers can apply consequences when:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Teachers may apply consequences for behaviour that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Confiscation of Inappropriate Items

The general power to discipline (as described in Behaviour and Discipline in Schools – January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent is allowed for prohibited items (as set out in Section 550ZA (3) of the Education Act 1996) includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for
- *the school reserves the right to search for and confiscate phones, smart watches, camera devices and any other devices before contacting parents and carers. Before accessing devices the school will seek consent from the parent or carer.*
- *Additional items not to be brought into school are: items of high value, any material that could be deemed as racist, radical, related to violent extremism or offensive to others including age inappropriate materials for a primary school.*
- *The school reserves the right to remove items from someone if it might cause a severe allergic reaction in order to reduce the risk to another child or adult. An example might be a nut product which is not permitted.*

Use of Reasonable Force

The school has a Restrictive Intervention Policy which gives guidance on the use of reasonable force.

Paid members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in schools.

Headteachers and other school staff may also use such force as is reasonable when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence.

Physical Contact

At Cassiobury Junior School we believe that physical contact is sometimes a necessary and natural form of communication within clear guidelines. If a child needs intimate care or first aid then this is covered within those policies. A child may have a specific support plan within their EHCP that states specific care then that will be followed and documented.

There are times when a child may need a reassuring hug or 'high 5' and we believe that this is okay. Hugs should be public not private and should be side to side not intimate, 'family style' hugs. Children can say if they do not want this and should not be forced to do this. Sometimes a child may have had a fantastic breakthrough or success and the same responses may be appropriate. Kisses and private hugs or touches are not acceptable.

Staff should be trained to understand Safe Staffing Practices and Restrictive Intervention and safe handling.

Links with home

At Cassiobury we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Newsletters
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues
- Phone calls home or face to face

Adult Behaviour

At Cassiobury Junior School we are very fortunate to have a supportive and friendly parent body and local community. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents and community understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school. This is a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that ALL children may make the wrong choices at times and avoid refusing to engage with school staff when they speak about behaviour issues.
- Model to their children, honesty and rule following
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school has a zero tolerance approach to parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Using or being involved in prejudice related incidents or language. Being part of any discrimination or harassment of any member of the school community.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carers or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive, unkind or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites including Whatsapp message groups.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. The school has the right to ban parents from the school premises if their behaviour breaches this expectation. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences- these incidents may be referred to the police).
- Smoking and consumption of alcohol (unless in licensed or authorised conditions) or other drugs whilst on school property.
- Dogs or pets being brought on to school premises; unless registered assistance dogs. Please note that, even if carried, dogs are not permitted on site.

The school governors believe that the staff have a right to work without abuse. Any parent breaching any of the above should understand that the school may seek to ban the parent from the school premises and would do so in conjunction with the legal team at Herts CC.

Staff are asked not to bring aggressive or angry adults into the school building and may ask people to leave and return when they are ready to do so in a calmer manner. Staff should always consider when and where it is appropriate to bring an adult into school. Staff should be mindful of school external doors being shut.

Social Networks/cyberbullying

Inappropriate use of Social Network Site Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Cassiobury Junior School considers the use of social media websites or chat groups being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned. It should be noted that discussion of a concern or incident with others (online or otherwise) may impede any formal complaint that you make. (Please refer to the school's complaints policy.)

The school considers discussion of incidents in school or behaviour concerns about a child or children to be inappropriate content for Whatsapp groups or other chat or messaging services. Concerns should be raised directly with the school.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate or air a grievance against another by inappropriate social network entry. We will take and deal with this as a serious incident. Thankfully such incidents are extremely rare. We work closely with our PCSO to discuss such incidents.

As most online incidents between pupils will occur outside of school, the school will assess the evidence available when deciding whether how to address bullying concerns. Pupils are not permitted to use phones or 'non-school' devices in school. Chat facilities on the school google platform are locked for children.

Our safeguarding policies do not allow for the use of mobile phones/devices in the school other than in offices and the staffroom between 8.30am and 3.30pm. Therefore pupils, staff and parents are expected to keep them out of sight. Pupils must hand in their phones at the start of school and these must be switched off. We would expect that parents would make all persons responsible for collecting children aware of this policy.

Sexualised behaviour/ child on child

This behaviour is not listed in any detail on the school behaviour charts as these are shared with children. The school uses the Brook Traffic light tool and advice from the local authority (if needed) in cases of sexualised behaviours or child on child incidents/behaviours. In these situations the school will work with parents and possibly the local authority safeguarding team. Risk management plans may be used for children who need specific procedures to keep others safe, and in some circumstances, it may be appropriate to consider exclusions: the school reserves the right to do so.

Staff and Governor Behaviour

Staff are bound by the staff code of conduct approved by the LA and governing body. Governors are bound by their own code of conduct based on the NGA guidance.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and pupil voice
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation
- Report to governors once per term

Glossary of terms

- Anti-social behaviour- behaviour that causes harm to an individual, a group, to the community or to the environment
- Behaviour- everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.
- Being therapeutic- an approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.
- Conscious behaviours- those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.
- Consequence- a logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.
- Dangerous behaviour- that which is anti-social and will predictably result in imminent injury or harm. This includes harm to self and others, damage to property, or behaviour that could be considered criminal if the person was at the age of criminal responsibility, such as racist abuse. Behaviour can be defined by harm caused such as 'three children required first aid due to Jo's kicking.'

- Difficult behaviours- that which is anti-social but not dangerous. Difficult behaviours should be acknowledged in terms of context: 'Amy continually shouting out is difficult within a group teaching activity.'
- Dynamic- any group of people brought together through choice, circumstance or obligation.
- Equality- affording people the same equal status, rights and opportunities.
- Equity- the differentiated measures to provide equal opportunities
- External discipline- following rules or behaviours through compliance.
- Externalising- when a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc
- Extrovert- a person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.
- Internal discipline- participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.
- Internalising- when a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self- isolation, school refusal, self harm etc.
- Introvert- a person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.
- Pro-social behaviour- relating to behaviour which is positive, helpful and values social acceptance.
- Punishment- the imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.
- Reward- a desirable object or experience given to celebrate outcomes already achieved.
- Subconscious behaviour- that which is present without any thought or planning; a behaviour a person is often unable to explain.
- Unsocial behaviour- not enjoying or not needing to behave sociably in the company of others, but not to the detriment of others. This includes the quiet communication of anti-social feelings

Cassiobury Junior School – Anti-social behaviour management chart

	Yellow behaviours	Amber behaviours	Orange anti-social and difficult behaviours	Red anti-social and dangerous behaviour
Management level	All staff No requirement to record on CPOMs or escalate unless frequent and repeated	Class teacher Record on CPOMS	Class teacher managing SLT informed Record on CPOMS	SLT managing- suspensions and exclusions can be considered. Record on CPOMS
Possible Consequences	- Completing missed work - Missing Break/Lunch - Discussion regarding actions - Incidents recorded for information - Record and reflect form considered	- Dialogue with parents - Completing homework - Missing Break/Lunch - School Based Task - Incidents recorded on CPOMS - Wellbeing lead may be involved - Record and reflect form completed by pupil and reviewed by teacher.	- Possible - Foster class/removal from playground - letter to parents - Roots and Fruits analysis - Individual behaviour plan - Anxiety mapping - Pastoral support or therapy might be offered - Chessbrook/external support considered through DSPL9 and other agencies available - Record and reflect form completed by pupil and reviewed by teacher.	- Formal letter or meeting to/with parents - Advice sought for behaviour support - Possible/Consideration of suspension or exclusion - Bullying and racist incident to be completed on CPOMS - Possible involvement of the PCSO for Cyber bullying incidents or others where appropriate - DSPL9- support considered - Pastoral support or art therapist to be considered - Possible involvement of police where considered relevant. - Removal from a school trip - Report card approach to monitor a child's behaviour - Record and reflect form completed by pupil and reviewed by teacher.
Repeated behaviour	Repeated behaviour that has not changed or is increasing can be escalated to higher levels of the behaviour plan. For example a child who continually disrupts learning will need to have their behaviour support escalated to an SLT level.	Repeated behaviour that has not changed or is increasing can be escalated to higher levels of the behaviour plan. For example a child who continually disrupts learning will need to have their behaviour support escalated to an SLT level.	Repeated behaviour that has not changed or is increasing can be escalated to higher levels of the behaviour plan. For example a child who continually disrupts learning will need to have their behaviour support escalated to an SLT level.	Repeated behaviour that has not changed or is increasing can be escalated to higher levels of the behaviour plan. For example a child who continually disrupts learning will need to have their behaviour support escalated to an SLT level.

Refusal	◆ Initial refusal to follow an instruction ◆ Refusing to do work/avoiding work ◆ Wandering around classroom ◆ Not sitting on chairs properly ◆ Not listening ◆ Making a poor effort	◆ Not following uniform/jewellery policy ◆ No PE kit/incomplete PE kit ◆ Not handing in homework ◆ Not handing in a phone or switching it off ◆ Having a phone out in school (first incident)	◆ Leaving the classroom without permission ◆ Refusing to follow instructions from any member of staff ◆ Using a phone or having it out in school	◆ Leaving the school site without permission – it may be necessary to contact police in this event ◆ Repeatedly using a phone in school or having it out in school
Verbal	◆ Answering back/backchat ◆ Swearing to make people laugh ◆ Swearing to release frustration ◆ Name calling ◆ Unkind remarks/roasting ◆ Insulting families or loved ones ◆ Disturbing learning ◆ Calling out ◆ Interrupting rudely ◆ Inappropriate chattering ◆ Tricking people into racist or prejudice comments ◆	◆ Swearing to make people laugh-frequently/repeatedly ◆ Swearing to release frustration-frequently/repeatedly ◆ Using language which offends others e.g. 'that's so gay/lame/spastic' ◆ Malicious lying or rumour spreading ◆ Roasting repeatedly ◆ Denial of inappropriate behaviour ◆ Tricking people into racist or prejudice comments ◆	◆ Swearing under breath/indirectly ◆ Lying to get a child or adult in trouble ◆ Inadvertent or indirect racism ◆ Repeated behaviours after previous incidents	◆ Swearing directly to intentionally hurt or abuse someone ◆ Racist, religious, sexist and homophobic abuse, taunting or harassment ◆ Serious repeated behaviours after previous incidents
Damage/criminality	◆ Defacing own or others work ◆ Accidental damage to school or personal property ◆ Throwing or flicking small items ◆ Interfering with the property of others	◆ Minor deliberate damage to property	◆ Proven stealing of school or personal property ◆ Graffiti	◆ Arson ◆ Serious deliberate damage to school or personal property ◆ Serious behaviours outside of school that may affect the reputation or running of the school this includes online activity
Disruption	◆ Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice ◆ Distracting others ◆ Fiddling with things ◆ Not sitting on carpet properly	◆ Disrupting the class so that learning is affected ◆ Manipulating others to make a poor behaviour choice	◆ Persistent, significant disruption to learning ◆ Using threats to force others to make poor behaviour choices ◆ Extortion	◆ Persistent or significant disruption to learning through physical, verbal behaviours, threatening or emotional abuse of pupils or adults

Physical	♦ Play-fighting ♦ Excessive force when playing (such as hard tagging or catching in a chase game) ♦ Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space with no physical harm	♦ Minor physical assault: including hitting, pinching, pushing, neck grabbing ♦ Repeated or persistent play-fighting ♦ Spitting on things	♦ Threatened violence ♦ Fighting ♦ Deliberately hurting another child including emotionally ♦ Deliberately spitting at people	♦ Possession of an object that could be used intentionally to harm someone- see list of prohibited items which is comprehensive but may not define all items that can cause harm. ♦ Threatened violence that is repeated or uses an item that could cause harm. ♦ Using an item that causes serious harm. ♦ Serious fighting ♦ Serious physical assault/harm: including hitting, strangling, punching, pinching, kicking, tripping ♦ Spitting at someone in a deliberate manner ♦ Serious wounding ♦ Causing injury by biting ♦ Sexual misconduct
bullying/ online behaviour. Prejudice based incidents	♦ Unkind remarks ♦ Excluding others from games, conversations or activities in school. ♦	• Regular incidents of unkind remarks in person or on devices. • Regular incidents of unkindness to different individuals. • Tricking people into racist or prejudice comments • Frequent exclusion from games or activities	♦ Regular incidents of unkind remarks in person or on devices. Inappropriate comments about others including adults. ♦ Regular incidents of unkindness to the same individual.	♦ Regular incidents of unkind remarks in person or on devices. Inappropriate comments about others including adults. ♦ Proven and persistent bullying. Misuse of school network or devices, bringing the school into disrepute online. This could include wearing school uniform or identifying the school in a negative way.

Cassiobury 'P's' A Curriculum for Learning Positive/Pro-social Behaviour				
Prompt Arrive on time Start work straight away Be on time at each point in the day Line up promptly	Prepared All needed materials are ready All books and equipment are in school Ready to learn PE kit in school	Productive Stay on task Do your best work Use class time wisely Avoiding distractions Practical school routines and habits are learned and followed	Polite Manners such as 'please' and 'thank you' Kindness Speak to others with respect and kindness Respect- taking ownership of behaviour Thoughtfulness/noticing Smile/be welcoming Offer to help/Consider others Use a friendly voice Let someone speak	Positive Keep a good attitude Encourage others Happy/positive mindset in the classroom Willing attitude Saying positive things about others/praise
Pride Tidying/ putting things away in the classroom and school Showing manners and respect beyond the school gate Making sure that visitors are treated well Following uniform rules/ presenting well	Protect Protective behaviours to others Keeping people safe Feeling safe to learn Protecting people's rights Respectful of information/ knowledge of others	People Speaking politely to all people Respectful to all – Tas, cover teachers, lunch staff, visitors, people with disabilities or different beliefs Mutual trust and respect with others Co-operation	Peace Restorative behaviours Meaningful apologies Accepting responsibility Honesty Making amends Self-regulation techniques	Physical Gentle hands, feet and contact with others Playing gently Respecting boundaries Understanding consequences and harm Understanding the risks of 'play-fighting'
Playtime Taking turns Collecting and looking after equipment No physical hurt Working/playing with others kindly Asking others to play	Persistence Not giving up Taking advice and trying again Improving on our behaviour, effort or learning Finishing even when hard to do so	Potential Leadership skills Ambition for self and others Encouraging others 'having a go' Trying new things/experience Allowing people to be different- to have different interests and talents	Premises Take responsibility for looking after the school and local environment Not dropping litter Picking up litter and items dropped to the floor Keeping tidy Turning off lights Actively helping to keep areas tidy such as the classroom, dining areas, playground and cloakroom at all times	Property Not taking other people's things Promptly returning items if you have borrowed something Treating other people's items with care Looking after school equipment

*Note- not all pupils enjoy public praise so adults should check with staff or pupils before singling a child out

Cassiobury Behaviour Graduated Response For in-school procedural use	
Universal Working within the behaviour curriculum/ the Cassiobury 'Ps'	• Teach pro-social behaviour through the Cassiobury Ps Behaviour curriculum. • Include in pupil induction • Include in assembly plan • Establish routines • Staff role-model expectations • Create positive relationships • Use positive phrasing to communicate expectations
Targeted Behaviour Policy this stage should be considered where repeated breaches of the 'Cassiobury Junior School – Anti-social behaviour management chart' have occurred.	• Predict and prevent anti-social behaviour, progress to pro-social behaviour- a plan for the majority • Check if the identified behaviour is covered in policy • Follow the policy • Record the impact of policy on pupil's behaviour • Analyse the dynamic using the inclusion circles • If an individual plan, additional to or different from policy, is needed , move on to Early Prognosis
Targeted Plus Early prognosis	• Describe the behaviour factually and unemotionally • Gather appropriate and authentic pupil voice (if possible) • Gather information from relevant parties, including multi-agency colleagues, in respect of; function of behaviour, health and wellbeing, context, cultural expectations • Use the collated information to Assess, Plan, Do, Review • Where further information is needed, move to Predict and Prevent
Specialist Predict, Prevent and Progress	• Update Early Prognosis document • Complete risk calculator • Identify any protective consequence needed • Identify any educational consequences needed • Complete Subconscious and Conscious checklists • Complete anxiety analysis over a period of time • Identify factors the child can't cope with and which they can't cope without • Use all preceding analysis to create a Predict, Prevent and Progress plan. • Review the plan regularly • Where further intervention is needed move to the Therapeutic Plan
Specialist Plus Therapeutic Plan	• Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious and Conscious checklists, Anxiety Analysis) • Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. • Complete a Therapeutic Plan as a result of the completed experiences and planned pro-social behaviours. • Continue Assess, Plan, Do, Review cycles • Involve multi-agency colleagues in a review of meeting need.

Behaviour Folder Contents Sheet

- Cassiobury Rules
- Cassiobury Behaviour Policy and Anti-bullying policy
- Pro-social curriculum chart (green)
- Anti-social behaviours chart (orange)
- Positive phrasing v negative phrasing list
- Anxiety maps
- Roots and Fruits proforma
- Record and Reflect Form

Cassiobury Rules

Be kind and respectful

Work hard

Do what you are asked to do

Positive Phrasing v Negative Phrasing (Examples)

At Cassiobury Junior School we recognise that the manner in which we speak to a pupil can affect their responses and behaviours. Try and give clear examples. Try and use names or positive ways of referring to pupils and adults. Some children may have only a few positive behaviours so be specific and use the pro-social behaviour chart where unsure.

Positive Phrasing	Negative Phrasing
• I like the way you are sitting and listening. • You lined up straight away and you are ready to go, great. • Good morning! How are you today? • Have a great afternoon, see you tomorrow. • Great learning today. • I really like that you stuck at that problem, it shows great determination. • Thank you for turning the lights on. • You have been so helpful today because you..... • I was really proud of my class today because.... • Walk in the corridors • I've noticed that you have really improved	• Get out! • I might have known it would be you! • You are not welcome in this class. • People like you..... • I am not in the mood for this today. • The next person to speak.... • You! • Don't run! • Why do you always do this? •

Cassiobury Junior Record and Reflect (R and R) form								
Name-			Date-			Class-		
What happened? How am I involved?								
Who else was involved?								
Where did this happen?								
Who has been affected by this incident? How?								
What could I do to put this right?								
What were the reasons for me behaving the way I did?								
How will I make sure that it doesn't happen again?								
Type of behaviour (from orange behaviour chart)								
Refusal	Verbal	Damage Vandalism Graffiti	Disruption	Physical	Bullying	Online	Racism Prejudice	Other
Signed by child			Signed by staff member			Signed by parent (if shared with parent and child)		
Comments for adult (if needed)								

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

