



Cavalry Primary School

Behaviour Policy

Date	Revised amendment details	By whom
Sept 2021	<i>Implemented by school</i>	<i>Principal</i>
Sept 2022	<i>Updated to add reference to child on child abuse</i>	<i>Principal</i>
March 2023	<i>Updated in response to DfE advice to schools July 2022</i>	<i>SLT</i>
March 2025	<i>To be reviewed unless DfE guidance requires earlier update</i>	<i>Principal</i>



Contents:

1. Aims and principles
2. Prosocial behaviour
3. Supporting all learners to maintain prosocial behaviour
4. Anti-social behaviour including physical intervention and restraint
5. Reflect, repair and restore
6. Recording, Reporting and Communication
7. Communication with Parents/Carers
8. Suspension and Permanent Exclusion
9. Removal from class
10. Children attempting to leave the school premises
11. Anti Social behaviour occurring outside the school premises
12. Malicious allegations against staff
13. Confiscation of inappropriate items
14. Staff training and induction
15. Bullying
16. Complaints
17. Monitoring

Appendix A: Responding to Anti-social Behaviour

1. Aims and principles

1.1 The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Cavalry School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and visitors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force



- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

- Legal requirements, national guidelines and LA guidance have been taken into consideration in the formulation of this policy. It operates in conjunction with the DFE advice 'Behaviour in Schools' (July 2022) and the Equality Act 2010 as well as Keeping Children Safe in Education. This policy is also based on 'Positive Environments Where Children Can Flourish' (DfE Oct 2021)

- It should be read in conjunction with the school/Trust's other policies, in particular
 - Permanent Exclusion Policy
 - SEND Policy
 - Anti-Bullying Policy

We will ensure that:

- all children and adults in the school have a clear understanding of the behaviour procedures
- the procedures are followed by everyone consistently and promptly
- children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- the adults in our school show children that they are valued, important and belong
- This policy is shared with parents via the school website.

1.2 How this policy supports the school's vision

Our vision :

At Cavalry Primary School, we seek to help our children grow into confident, happy individuals who are keen to learn, skilled across a wide range of curriculum areas and ready to play a positive role in the wider community. Through our curriculum and wider provision, we seek to inspire our children to aim high, to engage them with learning and to support them to achieve their full potential.



1.3 Equality and inclusion statement

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

1.4 This policy is based on current thinking and research, the Cambridgeshire Steps approach and Paul Dix's work on behaviour management. Happy children are in the right frame of mind to learn and be challenged and are able to thrive. This policy enables the children to work in a safe and secure environment where all children and staff are valued. The school also uses 'Protective Behaviours' as part of its PSHE curriculum.

1.5 These are our **3 Golden Rules** which underpin this behaviour policy:

We are ready, respectful and safe.

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class
- In classrooms and shared spaces, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school information booklet
- On the school website

2. Prosocial behaviour

Prosocial behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught and greatly valued.



2.1 Teaching Prosocial Behaviour

‘All children need to be taught and re-taught expected behaviours.’ (Paul Dix)

‘All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.’ (Behaviour in Schools, DfE July 2022)

Long term behavioural change comes from developing internal discipline. We believe that children learn how to make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness
- Providing children with the emotional language to discuss their feelings

2.2 Additional strategies for staff include:

- All staff to focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive.
- PIP and RIP - where possible, praise in public, reprimand in private to avoid public humiliation.
- Acknowledging children’s feelings
- Scan classroom - maintain regular scanning of the children in your class - so you can see when they are off task or a situation is developing
- Be prepared - clear routines for transition. Have resources ready to reduce waiting times
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and any developing situations. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that ‘Child X’ has been unkind to them, the child should be supported in telling ‘Child X’ how they are feeling and how things could be improved.



- Where possible and appropriate staff should try to deal with situations themselves to enhance their own credibility and authority. When support is requested from a senior colleague, their role is to stand alongside the staff member so that the child sees a united front.
- Don't leave children unsupervised as a punishment or punish the whole class for the behaviour of a single child or small group.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and all staff should reference the school rules when we talk about behaviour. Ready, respectful, safe.

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important'. (Paul Dix)

2.3 Praise, Reward and Celebration

Learners should develop the understanding that prosocial behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to

- 'catch the children getting it right' through specific praise. This can be done by: raise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening, Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise e.g. 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
- Children to be provided with stickers
- Children given a special job or responsibility
- Thank you notes home written by staff to pupils for demonstrating specific prosocial behaviours.
- In KS2, awarding of team points. Team points will be given for good work and attitude and charted in class. A record of the team points earned by each child will be kept by the class teacher who will inform the Headteacher if they reach the following milestones:- bronze, silver, gold to children who earn 50, 100, 150, team points in a year. The team whose members earn the most team points each week will win the Cavalry horse trophy cup. The team points for each team will be counted up and sent to the Headteacher to be read out in Friday afternoon 'achievement assembly'.
- Nominating children for Star of the Week. These are for children who show they are ready, respectful or safe, or have displayed our learning values (try your best and enjoy your learning, listen actively, persevere, team work,



extending learning at home, know what to do if you are stuck, don't worry about making mistakes)

- Sharing good work with other classes, teachers, Deputy Head or Headteacher.
- Good work and achievements being displayed around the school, on the school website and on Twitter.
- Giving positive feedback to parents/carers at the end of the day or over the phone
- Whole class reward schemes e.g. marbles in a jar- for whole class good conduct where pupils work together to earn a reward when the jar is full.

We recognise that all of our children need recognition for their prosocial behaviour. Children who are always demonstrating prosocial behaviour should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the school rules and for 'over and above' behaviour.

In this policy we are defining 'reward' as a desirable object or experience given to celebrate outcomes already achieved.

3. Supporting all learners to maintain prosocial behaviour

3.1 Reminders and Redirection

Some children will require a reminder or redirection to maintain prosocial behaviour; the adult will select a strategy appropriate to the situation.

These may include:

- Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
- Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
- Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'
- Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ...Thank you.'
- Quiet verbal reminder of a recent example of their prosocial behaviour.
- Moving the child to sit closer to an adult.
- An adult moving to sit closer to the child.
- An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'

3.2 Supporting learners with SEND and/or disability

'Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated



approach should be used to assess, plan, deliver and then review the impact of the support being provided.’ (Behaviour in schools, DfE, Jul 2022)

Staff should not assume that because a child has SEND, it must have affected their behaviour on a particular occasion. We will always consider whether a child’s SEND has contributed to their behaviour, and what sanction will therefore be fair and appropriate. Staff think about any triggers of misbehaviour so they can support all pupils with SEND to behave well.

Some children will require differentiation or reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

- Arriving at school early in order to attend sensory circuits or join Breakfast Club
- Sitting in a specific space of their own or in a different way
- Being met and greeted on arrival by a member of staff
- Movement breaks
- Adjusting uniform requirements to take account of sensory needs
- Time to talk one to one with staff

3.3 Games Club

Some children find having unstructured periods of time, such as playtime, extremely challenging. We offer a lunchtime games club to give children in this position the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Other children who are experiencing problems on the playground may also be sent in by the Midday Co-ordinator to join Games Club for “time out”. Games Club is also used from time to time for children who need a break from the outside environment for a variety of reasons, including a medical need or emotional difficulties. The atmosphere of Games Club is positive and social rather than being a ‘punishment’.

3.4 Additional Strategies to support inclusion:

We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. These children may have additional and complex needs which arise from medical conditions such as autism or ADHD, or life experiences such as abuse or bereavement. Where necessary the SENDCo will ensure that individual risk management plans are in place.



3.5 Children with Social, Emotional and Mental Health Needs

IEPs (Individual Education Plans) may be written for these children, as detailed in the SEND Code of Practice. These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the SENDCo/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

The school offers social skills groups, lego therapy and 'Time to Talk' as early intervention strategies to support children's behaviour.

We may, with parental permission, ask for an assessment from our Educational Psychologist or the Specialist Teaching Team or refer to CAMHS (Child and Adolescent Mental Health Service), Younited or the Mental Health Support Team. We may also suggest to parents that an Early Help Assessment is completed to request Family Worker support from the District Team.

Intervention from the LA/Outside agencies may be accessed, which could include:

- Observing pupils and advising on new strategies
- Supporting in writing an I.E.P or Individual Risk Management Plan
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- 'Step On' training for teachers and TAs, leading to 'Step Up' training if physical restraint becomes likely
- Family worker support for parents

3.6 Personal Behaviour Plans

Pupils whose behaviour needs additional support may require a personal behaviour plan. This could involve a 'Predict and Prevent' mini plan or if they place themselves and/or others at a risk of harm they will have individual risk reduction plans. These are overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated in order to reflect changes and progress. Learners who require a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:



- Be informed by a series of reflective documentation, following the Cambridgeshire STEPs recommended flow chart
- Be based on analysis of the child's behaviour using the tools of subconscious or conscious behaviour analysis, anxiety mapping and the roots and fruits proforma . These will enable staff to establish the times/ places/ lessons that give the learner greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

4. Anti-social behaviour

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

Staff will initially use the strategies detailed above to encourage prosocial behaviour, however there will be times when children need additional support to learn about their anti-social behaviour through the use of consequences.

'All behaviour is a form of communication. Those who care for children have a duty to understand what the children's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child.' ('Positive environments where children can flourish', DfE Oct 2021).

4.1 Consequences

At Cavalry, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their anti-social actions. We will use two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment. Certain anti-social behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch



- Loss of privileges e.g. access to playground at break or lunchtime in order to protect others
- Exclusion

Educational consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks - Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices.
- Rehearsing
- Assisting with repairs
- Educational opportunities e.g. research
- Whole class/Small group PSHE lessons on specific topics
- Restorative conversations and meetings
- Reflection Time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours. **Appendix A** details specific behaviours and responses, although is not an exhaustive list.

4.2 Any instance of child on child abuse or harmful sexual behaviour will be dealt with according to procedures set out in TEFAT's Safeguarding and Child Protection Policy and in accordance with 'Keeping Children Safe in Education' (KCSIE). Such incidents should be reported to the Designated Safeguarding Lead immediately and logged in My Concern.

4.3 Adults' responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing". Talk to me here or in the library



- Disempowering the behaviour e.g. tactical ignoring - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David”
Acknowledge their right to their feelings – “I can see something is wrong” Tell them why you are there – “I am here to help” Offer help – “Talk to me and I will listen” Offer a “get-out” (positive phrasing) – “Come with me and.....”

4.4 Physical intervention

There are situations when physical contact with pupils may be necessary and appropriate.

Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person for example walking hand in hand
- For activity reasons (drama, physical games, learning a musical instrument, showing how to hold a pencil).
- To avert danger to the child, other people or significant damage to property.

Staff are trained by Cambridgeshire Steps trainers in how to safely use physical intervention when dealing with children who are at risk of harming themselves, harming others, or causing significant damage to property. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others.

In very exceptional circumstances, physical restraint of a child may be required and our Restrictive Physical Intervention Policy provides guidance for staff in this area. Restrictive physical intervention should be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. It will never be used routinely and must be used proportionately. It is always recorded and parents are always informed as set out in more detail in the above policy.

5. Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will revisit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?



- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

6. Recording, Reporting and Communication

6.1 Behaviour that is dealt with by SLT or causes concern will be recorded in Scholarpack as a conduct log. Where a behaviour incident overlaps into safeguarding, this must also be captured on My Concern. All Harmful Sexual behaviour Incidents should be recorded on My Concern and not Scholarpack.

All incidents involving the use of 'reasonable force' should be recorded in Scholar Pack and My Concern. In addition to this, when recording the use of 'reasonable force' or physical restraint, incidents are also recorded in a numbered bound book, which is signed by staff present and is secured confidentially in the school.

6.2 All staff can record more minor behaviour incidents as a Cavalry Behaviour Log accessed via a Google Form.

6.3 Staff, including Midday Supervisor, should communicate significant playground behaviour issues with the children's class teachers, ensuring that this is done in a way that shows awareness of others in the vicinity and respects the child's confidentiality.

6.4 Information about behaviour could be shared with other professionals, e.g. SENDSS, Family workers after parental consent is acquired.

7. Communication with Parents/Carers

Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they must inform parents what has happened, and what consequences will be put in place. They may also discuss future actions to support behaviour, for example seeking support from outside agencies, interventions or personal behaviour plans. They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.



SLT will inform parents when they are dealing with the behaviour. This may be alongside the class teachers. Conversations with parents regarding behaviour are to be recorded in Scholarpack as a 'communications log'.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

8. Removal from class

Removal from class may be used as a protective consequence in response to serious anti-social behaviour. This may be for a brief period such as the remainder of a lesson or a school session in order that the child can calm down or that the rest of the class can learn without disruption. If there are repeated instances of serious anti-social behaviour which disrupt the learning of others or cause others to feel unsafe, it may be for a number of days or weeks as part of a plan to change to prosocial behaviour. Parents are always informed. The child may be instructed to join another class for this temporary period or may learn in a separate area of school with an appropriately trained adult. A clear process will be put in place for the re-integration of the child with their peer group when appropriate and safe to do so, along with targeted pastoral support.

9. Suspension and Permanent Exclusion

Serious incidents may result in a suspension or permanent exclusion. Exclusion is a last resort and will only be used where all other strategies have been exhausted or the negative behaviour is of an exceptionally serious nature. Where an exclusion takes place, the regional director of The Elliot Foundation and the Local authority are informed immediately. See the Exclusion Policy for additional detail about the exclusion process. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school. If a child has had a series of suspensions and is at risk of permanent exclusion, we will hold a multi-agency meeting to formulate a plan of support to prevent this from happening. A temporary reduced time table may need to be put into place for a short period to ensure that the child's needs are being met safely in school.

10. Children attempting to leave the school premises

In the event of a child trying to leave the premises as a result of a conflict



situation, the nearest member of staff will:-

- ensure that the Headteacher or the Deputy Headteacher are notified of the situation immediately, and that a second colleague equipped with a mobile phone joins them as soon as possible.
- try to persuade the child to stay on the school premises.

Under no circumstances will a member of staff, or other children, chase the child if he/she does leave the school premises/grounds.

Staff will watch carefully and note the direction he/she has gone. In most circumstances the child will return of his/her own accord. The staff members will follow at a distance which allows the child to be kept in sight but which will not encourage them to run. They will use non-confrontational language to encourage the child to return to school.

If the child does not come back into school, the Headteacher or Deputy Headteacher will notify the child's parents and local Police immediately.

If the child goes home, the parents are encouraged to return with the child as soon as possible.

Following any such incident, a Risk Reduction Plan is prepared and shared with parents and all staff who work with the individual child.

11. Anti Social behaviour occurring outside the school premises

Teachers may discipline pupils for misbehaviour when the pupil is:

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

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school. ('Behaviour in Schools' DfE July 2022)

At Cavalry School, staff will intervene when behaviour outside school is affecting the relationships between pupils in school or the smooth running of lessons and playtimes. This includes anti-social behaviour online including name calling, verbal abuse or cyberbullying. Teachers work closely with parents in these circumstances so that parents are fully informed and able to support the school. Any of the consequences generally used in school may be applied if appropriate to an incident



which had its origin outside school, though it may be more appropriate for a parent to impose a sanction at home instead or as well.

12. Malicious allegations against staff

Incidents where children are found to have deliberately made a malicious allegation against a member of staff will be treated with the utmost seriousness. Parents will be informed and an appropriate sanction imposed, which may include suspension from school.

13. Confiscation of inappropriate items

Cavalry School follows the guidance set out by the DfE on page 10 of 'Behaviour and Discipline in Schools' (Jan 2016). This allows teachers to search for prohibited items such as knives, weapons, cigarettes or pornographic materials without consent and sets out the steps to be taken if a prohibited item is found.

Teachers also have the right to confiscate any items from children as long as this is reasonable in the circumstances. Items will be kept in a safe place, then returned to the child at the end of the day or returned directly to the parent if this is more appropriate.

If children in Year 5 or Year 6 walk home from school unaccompanied by an adult, parents may wish them to bring a mobile phone to school. These must be handed in to the classroom staff at the start of every day and will be stored securely in a locked cupboard in the classroom then returned to the child at home time. Teachers will confiscate any mobile phones which are not handed in as outlined above.

14. Staff training and induction

All staff who work directly with children are issued with a copy of this policy at their induction and meet with a member of SLT within the first month of appointment to discuss the key principles and strategies expected in their role. All teachers and teaching assistants are trained in the Cambridgeshire Steps approach with a 6 hour initial course followed by annual three hour refresher training. Additional training to guide staff in meeting the needs of individual children e.g those with ASD, attachment disorders or speech and language needs is organised when required. Staff are supported and monitored in their application of this policy by members of SLT.

15. Bullying

Incidents of bullying or alleged bullying will be dealt with according to The Elliot Foundation anti-bullying policy.



15.1 Cavalry School does not tolerate bullying, physical threats, abuse or intimidation of any kind. Everyone has the responsibility to work together to stop bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

15.2 We use the definition of bullying provided by the Anti-bullying Alliance: **Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

15.3 All forms of bullying will be addressed. Bullying can include:

- Physical pushing, hitting, kicking, pinching, stealing or hiding belongings.
- Name calling, sarcasm, persistent teasing and emotional torment through ridicule, humiliation.
- Sectarian/racial taunts or gestures.
- Insults, offensive or sexual comments/remarks, threatening language
- Indirect social exclusion, spreading rumours or stories, graffiti, defacing property, Displaying literature or materials of a racist or sexual nature.
- Unwanted physical contact
- Offensive or abusive text or social media messages and all forms of cyberbullying.
- Racial abuse

15.4 Staff are aware of signs and symptoms to watch out for when spotting if someone is being bullied and will take action. Systems are in place including access to the class 'feelings and worry box' for children to raise concerns and staff prioritise listening. Children are taught explicitly about bullying in school and actively promote anti-bullying messages.

15.5 In appropriate cases, such as those involving child-on-child abuse, sexual harassment or violence additional appropriate safeguarding support is put in place and any relevant agencies contacted to ensure appropriate support offered, in line with statutory guidance outlined in KCSIE 2022.

15.6 Prevention of bullying and encouraging confidence to raise issues:

There are many strategies we use but some include

- Taught lessons in our PSHE scheme and focus weeks on bullying
- Taught lessons and messages around protective behaviours (early warnings signs, 'Is my fun fun for everyone?')
- Feelings and worry boxes in all classes where children can place a note in
- Promotion of safe adults and telling someone in school to seek help (personal networks)



- Posters displayed for National Helplines such as Childline, Young Minds, NSPCC

16. Complaints

The Headteacher or another member of the Senior Leadership Team deals with any concerns about behaviour, voiced either by a child or by a parent, as soon as possible. Any issues are followed through completely and a written record is kept via a conduct log and a comms log in Scholarpack. Where appropriate, a senior leader will continue to monitor the situation and contact the parent to maintain a dialogue. Parents may also use the school's formal Complaints Procedure, which is available on the school website.

17. Monitoring

Behaviour, including recording of incidents, will be monitored and analysed by the Senior Leadership Team (SLT). Members of SLT review conduct logs (from Scholarpack) and behaviour logs (via our google form) at least once per fortnight to look for patterns or increasing concern around an individual and implement action plans to address these concerns. This is recorded as part of our Pupil Welfare Meetings. We also analyse the data with reference to protected characteristics to ensure that we are meeting our duties under the Equalities act 2010. Parent questionnaires, staff questionnaires and pupil voice surveys enable us to monitor the impact of the Behaviour Policy.



Appendix A

Responding to Anti-social Behaviour at Cavalry Primary School

In considering a protective or educational consequence, staff must consider whether it is proportionate in the circumstances of the case and consider any relevant special circumstances including the pupil's age, stage of development and any special educational needs or disability they may have. (based on 'Behaviour in Schools' DfE July 2022)

Anti-social behaviour	Protective/Educational Consequence	Record Keeping
Low level, minor, irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher/teaching assistant discussion – teacher discretion to inform parents.	None - unless repeated
Low level, minor friendship issue/verbal dispute	Class teacher/teaching assistant discussion – teacher discretion to inform parents PSHE lessons could focus on issues arising in the class	None - unless repeated
Child does not complete work in a lesson to expectation	The child will complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when class is doing something else.	None - unless repeated



<p>Pupil not following adult instructions</p>	<p>Positive phrasing or Limited choice</p> <p>Completion of tasks in break/lunch</p> <p>Teacher discretion to inform parents, unless repeated.</p>	<p>None-unless repeated or a safety concern</p>
<p>Unintentionally hurting someone's feelings/or hurting someone physically</p>	<p>Reflection with class teacher/teaching assistant using restorative questions as per 'rainbow card' - apology or other restorative consequence</p>	<p>None-unless repeated or a safety concern</p>
<p>Physical response in a game – e.g. pushing, hacking, tripping</p>	<p>Protective consequence - come out of the game for a 'time out' standing next to the adult</p> <p>Restorative approach with others if needed - apology</p> <p>If a repeated issue, class teacher will ban from football for a set period</p>	<p>Record in Cavalry Behaviour Log</p> <p>If occurs 3 x or more - pattern forming so inform SLT who will record as a conduct log in Scholarpack</p>
<p>Not telling the truth</p>	<p>Discussion and reflection with class teacher/teaching assistant on the importance of being honest</p>	<p>Record in Cavalry Behaviour Log</p> <p>If occurs 3 x or more - pattern forming so inform SLT who will record as a conduct log in Scholarpack</p>
<p>Taking property/food that does not belong to them</p>	<p>Reflection with class teacher or SLT – written/ verbal apology. Parents informed</p>	<p>Record in Cavalry Behaviour Log</p>



		<p>If occurs 3 x or more - pattern forming so inform SLT who will record as a conduct log in Scholarpack Record in behaviour log</p> <p>Consider if this child is actually hungry - log in My Concern and follow safeguarding procedures</p>
<p>Spoiling the work of a peer.</p>	<p>Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed</p> <p>If reoccurring child will need to sit away from their peers</p>	<p>Record in Cavalry Behaviour Log</p> <p>If occurs 3 x or more - pattern forming so inform SLT who will record as a conduct log in Scholarpack</p>
<p>Name calling (see below if repeated or becoming bullying behaviour)</p>	<p>Reflection with class teacher/teaching assistant using restorative questions as per 'rainbow card' - apology or other restorative consequence</p>	<p>Record in Cavalry Behaviour Log</p> <p>If occurs 3 x or more - pattern forming so inform SLT who will record as a conduct log in Scholarpack</p>
<p>Name calling which includes racist or homophobic language (see below if repeated)</p>	<p>Reflection with SLT about impact of discriminatory language; miss lunchtime play for educational consequence to learn about impact</p> <p>Parents informed by SLT</p>	<p>Recorded as conduct log by SLT</p>



<p>Refusing to go where asked or leaving the classroom without permission</p> <p>(see below if repeated)</p>	<p>Reflection with class teacher or SLT – written/ verbal apology. Parents informed</p>	<p>Recorded as conduct log by SLT</p>
<p>Regular and persistent disruption to the learning of others which is not improving following earlier consequences/ strategies</p>	<p>Review with phase leader</p> <p>Discuss with parents</p> <p>Individual planning implemented e.g. reward charts, visual prompts</p> <p>May be moved to another class for all or part of the day for a defined period</p>	<p>Recorded as conduct log by SLT</p>
<p>Use of swearing or rude or aggressive language.</p> <p>(see below if repeated)</p>	<p>Child sent to SLT or another class teacher to de-escalate</p> <p>Reflection with SLT about swearing</p> <p>Parents informed by SLT</p>	<p>Recorded as conduct log by SLT</p>



<p>Intentionally, (through anger or as a result of heightened anxiety/stress)</p> <p>inappropriate physical response or hurting a peer/member of staff.</p> <p>OR</p> <p>Use of swearing or rude or aggressive language.</p> <p>OR</p> <p>Breaking equipment</p> <p>OR</p> <p>throwing objects to hurt someone,</p> <p>OR</p> <p>Racism</p> <p>homophobia</p> <p>bullying*</p>	<p>Pupil is sent to member of SLT</p> <p>Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses.</p> <p>Miss lunchtime play for educational consequence to learn about impact</p> <p>Repair of equipment where possible and appropriate</p> <p>Social story/ stories to explore emotions and friendships may be used in reflection</p> <p>Parents informed by SLT</p>	<p>Recorded as conduct log by SLT and also in My Concern if there is any overlap with safeguarding concerns.</p> <p>*In the case of perceived bullying then the anti bullying policy is followed.</p>
---	---	---



<p>Repeated incidents of intentionally, (through anger or as a result of heightened anxiety/stress)</p> <p>inappropriate physical response or hurting a peer/member of staff. OR Use of swearing or rude or aggressive language. OR Breaking equipment OR throwing objects to hurt someone, OR Racism homophobia bullying* OR refusing to go where asked or leaving the classroom without permission</p>	<p>Parents are informed and invited to meet with the class teacher/SLT.</p> <p>Games Club may be used to keep child in a closely supervised indoor environment at lunch times to protect other children and enable direct teaching and practise of social skills</p> <p>Class teacher to follow the Cambridgeshire steps “Behaviour flow chart” and complete Anxiety Mapping or Roots and Fruits with SLT/SENDCo</p> <p>Personal Behaviour Plan or Individual Risk Management Plan may be appropriate</p> <p>Possible suspension</p> <p>Possible permanent exclusion</p> <p>Involvement of outside agencies e.g. SENDSS, Access & Inclusion team, EHA, request for EHCP needs assessment</p>	<p>SLT complete conduct log in Scholarpack and also in My Concern if there is any overlap with safeguarding concerns.</p> <p>*In the case of perceived bullying then policy is followed.</p> <p>Appropriate Cambridgeshire Steps documentation and analysis completed.</p>
---	--	--



<p>Incidents of Harmful Sexual behaviour (child on child sexual violence and sexual harassment)</p>	<p>Considered on a case by case basis.</p> <p>DSL will refer to Cambridgeshire Sexualised Behaviour Tool to assess severity of behaviour and take appropriate follow up action.</p> <p>Individual risk assessment may be required for alleged perpetrator.</p> <p>Support will be offered to the alleged victim.</p> <p>Where appropriate, advice will be sought from Cambridgeshire Education Safeguarding Team and TEFAT Safeguarding Lead.</p> <p>Parents informed by DSL.</p>	<p>Logged in My Concern</p>
--	---	-----------------------------