



ALDERMAN JACOBS PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, Including pupil movement](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Vision and Values Statement

Alderman Jacobs has a therapeutic approach to behaviour management underpinned by the Cambridgeshire Steps approach. This prioritises pro-social feelings and behaviours of everyone within the school so that we can nurture within them an energy for learning, life and the environment. The approach seeks to replace anti-social behaviour with pro-social behaviour through planned and sustained pro-social experiences, feelings and responses.

Pro-social behaviour

Pro-social behaviour relates to behaviour which is positive, helpful and values social acceptance. In our school, pro-social behaviour falls into 3 key categories which form our school expectations of behaviour:

READY – Children should arrive at school on time wearing the correct school uniform or P.E kit as relevant for each particular day. They should ensure that they have the correct books, such as reading record, reading book and spelling book, in school on the correct days. Above all, they should display the correct attitude to learning through trying hard and showing pride in their achievements.

RESPECTFUL – Children are expected to show respect for themselves and each other through listening to their class teacher and their peers and taking turns in conversation. They should treat others as they would expect to be treated themselves: using kind words and exercising good basic manners such as, saying please and thank you and holding doors open for each other. They should also show respect for their classroom and the wider school environment by taking responsibility for keeping it tidy and by looking after the equipment that is provided for them.

SAFE – Children are expected to follow our rules and instructions in order to keep themselves and others safe. They should walk around our building quietly on the left hand side and, when indoors, use a quiet voice. Children should use equipment correctly under the guidance of their teacher to avoid any injury to themselves or others. They are expected to ensure they are in the right place at the right time and to inform a member of staff if they are going to be anywhere different e.g. going to the toilet during a lesson, going to a club at lunchtime.

Children need to receive consistent positive encouragement as means of motivation to maintain this pro-social behaviour. It is the responsibility of ALL staff to promote and consolidate these behaviours for ALL pupils within the school. The most effective encouragement is often simple, meaningful verbal praise delivered to individuals relating to our 3 expectations. For example, this could be praising a particular piece of work that they have worked hard on, complimenting improved presentation, acknowledging good manners, attitude or safe use of equipment. **In addition, staff may send home praise postcards - this should be done on average 5 times in a week.** Teachers may wish to make a telephone call or send an email to share and celebrate with parents a child's prosocial behaviour. Teachers may also use general stickers to celebrate success but these should NOT be used as a bribe. (If you do this, you can have a sticker). In all examples, the praise should be delivered privately and non-comparatively where possible rather than publicly which could result in other children feeling demoralised and demotivated.

Supporting All Learners

At Alderman Jacobs, all children are supported to be successful learners through the provision of work that is differentiated according to their level of need. Likewise, where a need is identified, some children require additional support to maintain pro-social behaviours as low-level behaviours/reactions may begin to become evident. These low-level behaviours could include:

- Calling out rather than waiting their turn
- Talking at inappropriate times
- Tapping equipment or feet
- Fidgeting
- Fiddling with equipment
- Standing up and wandering around

In the first instance when these behaviours are noticed, the class teacher, teaching assistant or any other adults supporting children should address the problem asking the child to stop and relating their behaviour back to the pro-social behaviour that we would expect. They should use positive instructional language and clear instructions in order to address the negative behaviour. If the behaviour continues, the behaviour should be addressed directly again and an appropriate protective or educational consequence applied. In addition, adults should observe over time to see if there are any new patterns which could identify a need. If a restorative conversation is considered appropriate, try to establish if there is any reason why the

behaviour is occurring. Are they anxious, nervous, worried, uncomfortable, finding the work tricky? Ask the child what they could do to improve their behaviour and how you could possibly help them. (See Appendix 1 for further restorative conversation guidance) Following this, seek SENCO advice regarding sensory support. The class teacher should consider the environment such as the position of their seat in the classroom, and /or allowing regular rest breaks to aid concentration and reduce cognitive load.

Unsocial Behaviour

Unsocial behaviour is not enjoying or not needing to behave sociably in the company of others. It is not anti-social as the behaviours are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on the other pupils' learning. These behaviours are usually displayed by introverts who internalise their negative feelings and could present as: quiet refusal to complete work; removing themselves to the back of the classroom; preferring to work and be alone; leaving the classroom. The class teacher should interpret unsocial behaviour as a communication of negative feelings. They should talk to the unsocial child in a calm and friendly manner and try to establish why they are displaying these unsocial behaviours. The class teacher should then complete an 'Early Prognosis' assessment to consider the background, context and other factors that might be relevant to the identified behaviour. Once reasons have been established, support and differentiation can be put into place accordingly such as establishing a work station at the back of the room, using now and next boards to encourage completion of work in smaller chunks. If a child leaves the classroom, the class teacher or a teaching assistant should observe from a distance to ensure the safety of the child. Chasing children along corridors is counter-productive and should be avoided at all times. As soon as possible, the class teacher or teaching assistant should have a conversation with the child to acknowledge their communication of need, (I can see you're not happy because you've left the classroom) and try and establish why they have left. If reasons are given, plans can be made to address these as listed earlier. If the child refuses to communicate, the teacher or TA should remind the child that they need to be in the classroom so that we know that they are safe and state an expectation of what you'd like them to do when they get back (something easily achievable). The teacher should then return to class and hopefully the child will follow. If not, continue to watch and wait from a distance and repeat the process again if necessary. Senior leaders do not need to be alerted unless the child's behaviours become dangerous. In relation to 'missed work', educational consequences should be followed.

Anti-social Behaviour

Anti-social behaviour is that which causes harm to an individual, group, the community or the environment. It can be subdivided into behaviours that are difficult or dangerous and staff should use the risk calculator to help them identify which category the experienced behaviour falls into. Once the category is established, there are various tools that the class teacher should use to help them be able to predict the behaviours and formulate an individual mini plan to prevent reoccurrences. These tools are: a conscious and subconscious behaviours checklist (to establish whether behaviours are motivated because they are unwilling to self-regulate their behaviour or reactive because they are unable to self-regulate) and anxiety mapping (to identify potential behaviour triggers such as time of the day, activity or people).

Difficult behaviours are those that are anti-social but not dangerous. For example, children who may repeatedly make noises within a group teaching activity and therefore they are disrupting the learning of the rest of the class too. When behaviours are difficult, staff should:

- remain calm
- quietly have a conversation to state the preferred pro-social behaviour expected using the child's name before a positively phrased instruction for clarity e.g. put the pen on the table, stay seated in your chair, stand next to me, followed by a positive affirmation such as 'thank you' or 'well done'.
- aim to distract from the behaviour such as asking the child to do something for you such as collecting something from the back of the room or another classroom so that they have the chance to reset their behaviour upon their return
- disempower the behaviour if possible – e.g. 'you can listen from there' (if child under the table). 'Come and find me when you come back' (child out of the room)
- if the behaviour continues, at the end of the session, try to establish a reason why the behaviour is occurring in a restorative conversation and set expectations for next time
- if these behaviours are frequent (occur more than twice for a number of weeks) staff should then use the tools to help formulate an individual predict and prevent plan
- In relation to 'missed work', educational consequences should be followed, as below.

Dangerous behaviours are behaviours that predictably result in imminent injury or harm that requires/would require first aid. It includes harm to themselves, others, damage to property or behaviour that would be considered to be a criminal offence if they were of the correct age such as racist and homophobic abuse. Dangerous behaviours should be accurately recorded on the behaviour spreadsheet stating the severity and frequency of outcomes such as 'three children required first aid for minor bruising to their arms as a result of Jane's kicking'. Frequent (happening more than once) dangerous behaviours require the use of a protective consequence and individual plan.

As with difficult behaviours, if dangerous behaviours become frequent, teachers must use the relevant tools from the tool kit to establish background, patterns and reasons to help formulate an individual predict and prevent plan.

If a predict and prevent plan is assessed to be having little impact, a Risk Reduction Plan should be formulated by the class teacher with help and advice from a senior leader, SENDCO and pastoral team where necessary.

Occasionally, and after making a dynamic risk assessment, physical intervention may be required to safely manage dangerous behaviours. Our Positive Handling and Use of Reasonable Force policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that such intervention be reported and recorded in the Positive Handling Log Book held in the Headteacher's office. A number of SLT and pastoral staff are trained in 'Cambridgeshire Therapeutic Thinking (formerly STEPS)' and/ or 'Team Teach' for safe handling and de-escalation techniques.

See Appendix 2 for examples of dangerous behaviour.

Consequences

A consequence is not a punishment but rather a logical, explainable response to pro-social or anti-social behaviour. Consequences are solution focused and designed to help children learn and develop pro-social behaviour transferable to all contexts. At Alderman Jacobs, consequences can be protective or educational. A **protective consequence** is a short term removal of a freedom to manage the risk of harm that results from dangerous behaviours. An educational consequence goes alongside the protective consequence and is the learning, rehearsing or teaching so that the freedom can be returned. Examples of consequences are as follows:

Protective Consequences	Educational Consequences
<ul style="list-style-type: none"> ● Limited access to outside space (indoor playtimes or playtime in a restricted environment e.g. quad or Nurture play area) ● Increased staff ratios ● Escorted to social situations ● Restricted offsite activities (trips) ● Differentiated teaching space (at the back of the room or in another class or an area away from other children e.g. wellbeing room) ● Differentiated resources 	<ul style="list-style-type: none"> ● Meaningful conversations (restorative justice) ● Learning the relevance of and completing tasks in 'own time' or at home if a conscious choice to not do in school ● Assisting with or planning for repairs ● Educational opportunities to increase understanding such as ELSA programmes, Respect training, The lunchtime Zone for turn taking in play and acceptance of losing ● Learning opportunities around identified need e.g. diversity ● Behaviour chart to signpost appropriate behaviour, organised in liaison with AHT/SENCO (short term)

The most valuable consequence above any other is a calm and meaningful conversation with a child to explore reasons and motives for behaviours and show understanding as well as searching for a solution going forward.

See Appendix 3 for examples of consequences.

See Appendix 4 for staff/ parent information poster re. expectations and consequences.

Unforeseeable Behaviour

There may be times when unforeseeable behaviours occur. Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would never reoccur. In these circumstances an immediate dynamic risk assessment should be made. If dangerous, a senior leader should be informed immediately. If weapons are involved or there is threat to the life, emergency services should be called and the building evacuated as necessary. Policy should then be adapted to cover the unforeseeable behaviour in the future or an individual risk reduction plan formulated for that particular child.

Recording, Reporting and Communication

Recording and reporting of behaviour is essential so that evidence is collated, patterns identified and analysed and appropriate measures put into place for individuals to enable all children to be successful in school.

When communicating with parents, a summary of the incident will be shared, along with any protective or educational consequences delivered to their child. Staff are not obliged to share information about other children involved such as their

name and the consequences that they have received. Staff will reassure parents that other children have been dealt with in line with our behaviour policy.

Internal Exclusion and External Suspension

DfE Guidance on Suspension and Permanent Exclusions states that, 'Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.' (DfE, September 2022)

For a small minority of pupils, difficulties in displaying the desired pro-social behaviours persist for various reasons and are replaced by increased incidences of dangerous behaviour that cannot be managed in a regular class dynamic. In these exceptional circumstances the school will make every effort to avoid exclusion and alternative provision may be offered in our nurture room. If however, despite reasonable adjustments, severe or frequent anti-social behaviour is exhibited, this could result in internal exclusion or external suspension as decided by senior leaders and the Headteacher on a case-by-case basis.

The following list is not exhaustive and is for guidance. Each situation will be discussed and decided Internal exclusions may be:

In case of a suspension, parents will be informed by a letter from the Headteacher.

Links to other policies:

Positive Handling and Use of Reasonable Force

Safeguarding and Child Protection



Critical Incidents

Exclusion 2022

Responding to Prejudice Related Incidents

SEND Provision and Inclusive Education

Break and Lunchtime Supervision

Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Martin Fry	March 2024	LGB	18 th March 2024	2 years	Spring 2026		

Appendix 1

Restorative conversations:

Following antisocial/unsocial behaviour:

The RJ 5

Restorative Justice 5 questions

To be carried out privately either 1:1 or with group of pupils involved

1. What happened?	Listen carefully without interrupting or disagreeing. If the child does not answer, teachers should state what they observed: e.g. "You hit him on the back of the head – tell me more about that" " I can see you were angry – tell me more about that." Summarise what they have said back to them and offer empathy: "I can see why you did that."
2. What were you thinking at the time/how were you feeling?	Helps the pupil to consider their actions and replay thought processes. You could help them to express feeling by giving them a scale to express themselves: On a scale of 1-10, how angry were you. Offer empathy and understanding: " I can understand why you were feeling angry, I would have been too"
3. Who has been affected/How did this make other people feel?	Makes the child realise that their actions may have impacted on others (they might not have realised at the time). Encourage them to look at the bigger picture: What about Mrs, What might your mum say? What about ... who doesn't like loud noises etc
4. What should we do to put things right? How can I help you?	Do not demand an apology if the child does not offer it as a solution – a forced apology is worthless
5. How can we do things differently in the future? What might help?	Suggest how to deal with the situation in a better way next time.

NOTES:

Steps 1, 4 and 5 are essential and MUST be used every time

Step 2 might be implicit in step 1.

Appendix 2

Dangerous Behaviour

Dangerous behaviour	Action required	By whom
Physical harm to another child or adult through pushing, hitting, kicking, biting or use of a 'weapon' (pencil, piece of play equipment)	<ul style="list-style-type: none"> ● Restorative conversation ● Protective consequence as appropriate ● Parent informed by the class teacher for both parties involved 	Class teacher, teaching assistant or midday supervisor
Racist abuse	<ul style="list-style-type: none"> ● Restorative conversation ● Recorded on My Concern ● Parents informed (victim and perpetrator) ● Educational consequence as appropriate 	Class teacher / member of staff who witnessed or dealt with the incident
Homophobic abuse	<ul style="list-style-type: none"> ● Restorative conversation ● Recorded on My Concern ● Parent informed (victim and perpetrator) ● Educational consequence as appropriate 	Class teacher / member of staff who witnessed or dealt with the incident
Throwing furniture	<ul style="list-style-type: none"> ● Restorative conversation ● Remove individuals/ groups or rest of class to safe space if necessary ● Alert senior leader for assistance if behaviour continues ● Recorded on spreadsheet ● Protective consequence as required ● Parent informed by class teacher 	Class teacher Teaching assistant Senior leader
Throwing classroom equipment	<ul style="list-style-type: none"> ● Restorative conversation ● Remove individuals/ groups or rest of class to safe space if necessary ● Alert senior leader for assistance if behaviour continues ● Recorded on spreadsheet ● Protective consequence as required ● Parent informed by class teacher 	Class teacher Teaching assistant Senior leader
Deliberate damage to school property	<ul style="list-style-type: none"> ● Restorative conversation ● Where possible, child asked to correct damage or tidy effects (e.g. clean table, sweep up) ● Recorded on spreadsheet ● Protective consequence as required ● Parent informed by class teacher 	Class teacher Teaching assistant
Climbing equipment or furniture where a fall would result in injury	<ul style="list-style-type: none"> ● Verbally state potential harm to self or others ● Restorative conversation to try and stop the climbing ● Remove individuals/ groups or rest of class to safe space if necessary ● Alert senior leader if climbing continues ● Educational and/or protective consequence as required ● Parent informed by class teacher 	Class teacher Teaching assistant

Leaving the school building/
site

- Do not run after the child but keep child within sight, following at a distance if required
- Inform senior leaders immediately
- Restorative conversation to try and talk the child back in
- Parents informed after a maximum of 5 minutes if child does not return and asked if they'd like the police informing
- If parents/emergency contacts are unavailable, police should be informed directly
- Protective/ educational consequence as required

Senior leader
Teaching assistant
Class teacher

Appendix 3

Consequences

Incident	What and where to record	Who reports/rec ords?	Share with	How
Pro-social behaviour	Post card Examples of work Verbally passed on – no formal recording	Class teacher	Parents Senior leader	Phone call Email In person
Unsocial behaviour	- Early prognosis form saved in pupil pastoral log folder - Behaviour timetable to RAG behaviour over time saved in pupil SEN file	Class teacher	Senior leader SENDCO Relevant staff that come into contact with the child	Email In person
Low-level restorative conversations	Restorative conversation on behaviour spreadsheet	Class teacher	Parents if pattern emerges e.g. twice occurred or more	Phone call Email In person
Anti-social difficult	- Restorative conversation on behaviour spreadsheet -Early prognosis form saved in pupil SEN file	Class teacher	Parents informed	Phone call Email In person
Anti-social dangerous	- Restorative conversation on behaviour spreadsheet -Early prognosis form - Risk calculator -Anxiety mapping -Conscious and subconscious behaviours checklist -Risk reduction plan All the above saved in pupil SEN file and recorded on spreadsheet with date completed	Class teacher	All dangerous activities shared with parents and senior leader informed	Phone call Email In person

Appendix 4

Behaviour Expectations Poster



At AJS we are...



Ready

We have the correct uniform.
We sit up straight and face the adults that are speaking.
We have all the equipment we need.

Respectful

We listen to whoever is talking.
We respect each others personal space.
We treat others how we want to be treated
We look after our school and equipment

Safe

We sit properly on our chairs.
We walk around school.
We use equipment correctly.

What happens when we are?



Over and above postcard



Phonecalls home



Share my work



Meaningful praise

What happens when we aren't?

Address

Directly address the behaviour.
Help to refocus the children on the task at hand.
Refer back to the behaviour expectations

Move

Instruct the child to move to another space.
Eg: Move carpet space, work at the art table, stand in a different place in the line.

Remove

Protective consequences: Limited outdoor space, walking with an adult when moving around school, missing an appropriate amount of play or lunchtime.
Educational consequences: Completing work in their own time, or an alternative classroom, restorative conversations, behaviour charts.