



# ALDERMAN JACOBS PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Vision and Values Statement

Alderman Jacobs has a therapeutic approach to behaviour management underpinned by the Cambridgeshire Therapeutic Thinking approach. This approach seeks to replace unhelpful behaviour with helpful behaviour through planned and sustained pro-social experiences, feelings and responses. Through the implementation of our behaviour curriculum, staff teach children how to be 'Ready, Respectful and Safe'. These three rules help children to learn, keep them safe and feel secure in school. At Alderman Jacobs School, we prioritise relationships based on mutual respect to promote helpful feelings and behaviours of everyone within the school so that we can nurture all children's energy for learning, life and the environment.

### 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
- Cambridge Therapeutic thinking behaviour policy framework

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

## Helpful behaviour

Helpful behaviour relates to behaviour which is positive and values social acceptance. At Alderman Jacobs school, helpful behaviour falls into three key categories which form our three school rules: **READY, RESPECTFUL AND SAFE**

**READY:** Getting the most out of the opportunities within their school day e.g:

- Arrive at school on time
- Wearing the correct school uniform or P.E kit as relevant for each particular day
- Ensure that they have the correct books, such as reading record, reading book and spelling book
- Display that they are ready to learn through active listening
- Trying their best and showing pride in all they do

**RESPECTFUL:** Treating others as they would expect to be treated themselves e.g:

- Help each other
- Use respectful language to communicate
- Use basic manners such as, saying please and thank you
- Valuing each other's beliefs, opinions and contributions
- Value resources in their classroom and the wider school environment
- Treat others with respect in their local community

**SAFE:** Ensuring that everybody feels safe in our school environment e.g:

- Follow reasonable instructions of the adults in school
- Walk around the school building in a safe manner
- Use equipment correctly under the guidance of their teacher
- Be in the right place at the right time
- Inform a member of staff if they are going to be anywhere different

## Unhelpful Behaviour

Unhelpful behaviour can cause distress or harm to an individual, a group, the community or the environment.

**Difficult behaviour includes:**

- Wearing incorrect school uniform or PE kit
- Refusing to engage with learning
- Refusing to follow reasonable instructions
- Using disrespectful language in school and the local community
- Not valuing the beliefs and opinions of others
- Damaging/breaking resources
- Disruption in lessons, corridors and at break and lunch times

**Dangerous behaviour includes:**

- Repeated disruption
- Damage to school property
- Bullying (face to face or online) - See Anti Bullying policy
- Verbal abuse including swearing
- Racist, sexist or any other discriminatory behaviour/language
- Threatening or intimidating behaviour
- Physical assault including fighting

## CONSEQUENCES

A consequence is not a punishment but rather a logical, obvious response to unhelpful behaviour. At Alderman Jacobs, consequences can be protective or educational. All consequences should be educational in the end - we will always follow up a protective consequence with an educational consequence to prevent the unhelpful behaviour from being repeated moving forwards.

<b>Educational Consequences</b>	<b>Protective Consequences</b>
<b>The learning, rehearsal or teaching of the helpful behaviour to replace the unhelpful behaviour</b>	<b>A short term removal of a freedom to manage the risk of harm</b>
<ul style="list-style-type: none"><li>● Restorative conversations</li><li>● Learning helpful strategies to cope with big feelings</li><li>● Tidying up any mess they have created</li><li>● Educational opportunities to increase understanding such as ELSA programmes, additional behaviour curriculum learning, The lunchtime Zone or Nest to support social skill development</li></ul>	<ul style="list-style-type: none"><li>● Limited access to outside space (playtime in a restricted environment e.g: sensory garden)</li><li>● Increased staff support</li><li>● Supported at play times</li><li>● Restricted offsite activities (trips)</li><li>● Differentiated teaching space (away from others)</li><li>● Internal exclusion</li> <li>● Internal alternative provision</li><li>● Suspension</li><li>● Permanent exclusion</li></ul>

## Responsibilities and Arrangements

### Staff responsibilities:

When behaviours are difficult, staff should refer to the child's individual plan if in place or use the appropriate de-escalation strategies, which may include:

- Remaining calm
- Acknowledging that you are there to help
- Distract from the behaviour
- Disempower the behaviour
- Encourage the child to use their known helpful strategies

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 acceptable practice is, 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 senior staff are trained in 'Cambridgeshire Therapeutic Thinking Guides and Escorts' for safe handling.

### 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 recur. 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 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.

### 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 helpful behaviours as unhelpful behaviours/reactions may begin to become evident. These unhelpful behaviours could include:

- Calling out rather than waiting their turn

- Talking when they have been asked to listen
- Making noises which is distracting others from learning
- Disturbing others from their learning
- Swearing or using disrespectful language
- Refusing to follow reasonable instructions

In the first instance, when unhelpful behaviours are noticed, the class teacher, teaching assistant or any other adults supporting children should address the problem relating the behaviour back to the helpful behaviour that we would expect and our school rules of ready, respectful and safe. They should use positive instructional language and clear instructions in order to address the unhelpful behaviour. If the behaviour continues, it should be addressed again and the child informed of an appropriate protective or educational consequence that will be applied should they choose to continue. In addition, if the behaviour is recurring, adults should observe over time to analyse why this might be happening in order to put the necessary preventative measures in place. A restorative conversation will be carried out during or after the consequence has taken place, to try to establish the child's voice and their views in terms of why the behaviour is occurring - this will be logged as part of the incident report.

### **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. At Alderman Jacobs, we use Arbor MIS to log all unhelpful and dangerous behaviours, internal exclusions, suspensions and permanent exclusions. The time, location and brief, factual summary of the incident is recorded. Depending upon the severity of the incident, senior leaders are alerted to support with issuing appropriate protective and educational consequences.

### **Communication with parents and carers**

Our school works in close partnership with parents/carers, communicating expectations, recognising effort and achievement and intervening to support behaviour to improve where needed. When communicating unhelpful behaviour 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.

Helpful and respectful behaviours will be praised in school and at home using 'Marvellous Me'. Thumbs up will be given for children displaying helpful behaviours linked to Ready, Respectful and Safe. Badges will be given for children going over and above in displaying helpful behaviours linked to Ready, Respectful and Safe. The thumbs up and badges are communicated to parents using the 'Marvellous Me' app and are celebrated in school during assemblies.

### **Suspension and Permanent Exclusions**

Our school works tremendously hard to avoid fixed term suspensions (short term) and permanent exclusions. At times, however, it can be necessary to address a more serious matter or persistent breaches of school rules. Our School complies with the law, current DfE guidance and we communicate with families as clearly as possible. At times, we may use internal exclusion or short-term placements in alternative provision to avoid a fixed term suspension. If this is to happen, schools will make clear the arrangements and record on Arbor.

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.

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.' (DfE, August 2024)

In case of a suspension or permanent exclusion, parents will be informed by a letter from the Headteacher within 24 hours of the suspension/ exclusion being issued.

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 2025	LGB	Summer 2025	Annually	Spring 2027		