



BEHAVIOUR POLICY

To be read in conjunction with CP Policy, Anti radicalisation Policy, Anti Bullying Policy, Smart Tech Policy

In process of review September 2020

Reviewed by Student Council

Reviewed by Parents 15.10.18

Reviewed by Governors 10.10.18

This policy outlines the philosophy of and guidance for correct behaviour at Sacks Morasha Jewish Primary School.

It will be revised annually by staff and governors, in consultation with parents and pupils.

At the beginning of each year at curriculum evening, parents will be informed of the existing practices outlined in this policy, the anti-bullying policy and any current and related developments under review. Any changes made during the year will be communicated to parents via email.

Aims

Sacks Morasha Jewish Primary School is committed to encouraging our children to respect themselves and each other whilst fostering a safe and nurturing learning environment in which to reach their true potential.

Our policy is based on respect, accountability and concern for others. We feel this promotes a sense of community and collective responsibility with the school. By having rules we hope to ensure the health and safety of the children, whilst providing a happy and stable environment for staff and pupils.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The underlying aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is designed to support all members of the school so that we can live and work together in a respectful and supportive way. It aims to promote an environment where all feel happy, safe and secure.

We aim to focus learning on individual pupils' needs and abilities and we will enable each pupil to take ownership of and make personal commitment to their learning.

'SMART principles'

At Sacks Morasha we have SMART principles that underpin our behaviour policy.

We want our children to:

- S (Simcha) – Be happy
- M (Middot) – Display good middot/characteristics
- A (Achdut) – Work as part of a community
- R (Ruach) – Create a pleasant atmosphere

- T (Torah) – Do as many mitzvot from the Torah as they can.

A positive approach

An effective behaviour policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour. This has an impact on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Racial equality, equal opportunity & inclusion

This policy is committed to ensuring that everyone has an equal opportunity to succeed (we have a differentiated curriculum). No member of the school should suffer or be disadvantaged by direct or indirect discrimination. The School follow the 'Prevent' Duty. Our policy of inclusion will mean that teachers will adapt the curriculum as necessary to meet the needs of children who may have emotional or physical difficulties or special educational needs.

Inclusion in more depth

Children with Special Educational Needs and Disability (SEND)

Our School aims to educate all the children to their greatest potential. If children have SEN needs where behaviour is highlighted as a way of communication, we will be cognisant of this by making every reasonable adjustment to pre-empt negative behaviour. If however, despite all reasonable efforts by the School, a child with SEN engages in behaviour listed within this policy as requiring sanctions, they will receive the sanction as stated within the policy.

It is our policy that behaviour that is unacceptable will be dealt with universally according to our policy. Sanctions will be carried out once a thorough investigation has taken place. There is no justification for negative behaviour.

We believe that a clear and universal policy of acceptable and unacceptable behaviour will ensure that good behaviour is maintained in the school which in turn is the platform for good Learning and Teaching.

RESTRAINT POLICY

There are many definitions of restraint. The most recent from the DSCF 2010 'Physically preventing a pupil from continuing what they are doing, usually after verbal commands have failed or likely to fail, this is used in extreme circumstances such as fighting'. The Department of Health defines restraint as "the positive application of force with the intention of over-powering the child". By definition, restraint is when force is applied, normally against resistance, without the person's consent. The aim of any restraint technique therefore, must be to overpower the subject to restrict movement via immobilization.

This should only be carried out in extreme circumstances and only by a member of staff who is certified to carry out the restraining. (Please see Restraint Policy)

SAFEGUARDING AND CHILD PROTECTION POLICY In any cases involving child protection, we will use this behaviour policy in conjunction with the Safeguarding and Child Protection policy.

SMART TECH A Policy that encourages the positive use of technology for learning and development and introduce technology into the classroom from reception. At Sacks Morasha we also consider our pupils' psychological health to be of paramount importance and are aware of the negative effects that excessive and inappropriate usage can have on our pupils' well-being. This is a policy that is designed to help and support all stakeholders – pupils, parents and staff – to engage positively and responsibly with technology. The use of mobile phones in school for all pupils is strictly forbidden. Mobile phones will be confiscated and kept in the school office until the end of the week, when the pupil's parent/guardian will be required to come and collect them from the office.

In light of a Year 6 child needing a mobile phone for an independent journey, it is the responsibility of the parents to inform the class teacher if their child has been sent to school with a mobile phone and the reason for it. It is also the responsibility of the child/parent to hand the phone into the office in the morning and collect it at the end of the day.

Rewards and sanctions overview

We aim to create a healthy balance between rewards and sanctions, with both being clearly specified. Pupils should learn to expect fair and consistently applied rewards for positive behaviour and sanctions for inappropriate behaviour. The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'Sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow pupils to identify the next consequence.

Rewards

All members of staff will recognise and celebrate appropriate behaviour, which may include listening to the class teacher, applying themselves to their work, caring for others and generally following the class rules. They will do this through informal praise. Wherever appropriate, staff members should celebrate pupils' best efforts through display and performance.

Rewards may involve:

- verbal praise and smiling at pupils

- verbal praise to parents about their pupils
- class Dojo points (interactive positive class reward system) which also equates to housepoints
- smiley faces
- stickers and stamps
- certificates
- SMART stickers
- special responsibility jobs
- positive phone calls home
- class-wide rewards
- SMART of the week certificates.
- Certificate for Good Work
- Table points – winning table gets a sticker
- Tea Party with SLT once a term
- Emails to parents once in a while to say they have done good work that day/week

Sanctions

Despite positive responses, it may be necessary to employ a number of sanctions. As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow the following rules.

In-class behaviour policy

Each class will have an online class Dojo points reward system. This is to be displayed on the interactive whiteboard.

Every week the pupils will start with 0 points.

Should a child display a range of given positive behaviours, they will receive positive Dojo points. 10 positive Dojo points allows the children to change their avatar. If they get to 15 points the children can change their avatar to a critter. If they reach 20 points the class teacher may reward the child with a different reward. These dojo points are also collected by House Captains on a Friday and equal house points for their teams. Pupils with the highest dojo points over the half term will be invited to a Tea Party with the SLT.

If a child displays any one of the following behaviours during a lesson, she/he should be given a verbal warning and given a negative Dojo. If the child continues to display any one the behaviours and 2 negative Dojo points have been given, the child will be put into a reflection time. An email shall be sent home if a child has been told to go to the Reflection Room.

In Years 5 and 6 positive and negative dojo's should be weighted differently agreed through a Year 5 and 6 meeting.

Pupils in Year 5 and 6 with the top Dojo points of the week will be allowed to sit on a bench in assemblies/tefilla.

There should be NO whole class sanctions.

Unacceptable behaviour in class (the list is not exhaustive):

- answering back, 'backchat'
- ignoring direct instructions
- refusing to line up
- talking in assembly
- treating others (fellow pupils or adults) with disrespect
- mindless chatter
- fidgeting/fiddling
- dropping litter
- noisy, e.g. talking/shouting
- failing to remain on task
- leaving the place without permission
- unkind remarks or gestures
- time wasting.

Teachers are committed to carrying out these sanctions consistently and must bear in mind the following.

- Be calm – pupils should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to act in such a manner that assists pupils to recall/remember the rules. The staff member then needs to point out alternative, acceptable behaviours
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is an opportunity for a fresh start. To make sure pupils have a

reintegration process, Sacks Morasha will be utilising the following procedure. Every child reaching this level will be required to use 'the rehabilitation process' (4 Ws) so as to take personal responsibility for reintegrating into the class community.

1. **What** did I do?
2. **Which** rule did I break/forget?
3. **What** can I do to make it better?
4. **What** can I do to prevent it from happening in the future?

Reflection Time

In KS2 as a consequence for negative Dojo points, negative corridor behaviour, physical, verbal or mental abuse towards any of the school community, children will receive a reflection time.. In that time, they will 'reflect' on their negative behaviour and fill out a form where they will be able to think about why they have shown these behaviours. This form will be kept in a folder and the KS leader will sign off on these forms. The reflection time should take 5 minutes during break time. If a child has been in reflection time a phone call or email will be made/sent to their parent/s to inform them of this. All Teachers shall record the incident in the Behavioural log in book as well as the consequence for such behaviours.

Sanctions for higher level of unacceptable behaviour

These behaviours are deemed unacceptable and will result in a more severe punishment (the list is not exhaustive):

- physical behaviour/violence towards a child
- ignoring direct instructions more than once
- running away from staff
- constant chatter without stopping, having received a verbal warning
- spitting
- swearing
- urinating on other pupils
- consistently shouting out
- poor effort in class lessons
- distracting others by stopping their learning
- fighting
- stealing
- disregarding adults or supervisors

- threatening/aggressive behaviour towards children
- refusal to cooperate
- vandalism – graffiti, etc.
- bullying (please refer to our Bullying policy).

Some of these behaviours will warrant exclusion from outings or school events.

All these behaviours warrant a **one-to-one meeting with the Deputy Headteacher** .

Should these behaviours continue, or have no real derivative cause, the child in question will have her/his **parents called in**.

She/he will be put **on report** and staff will monitor behaviour in every lesson.

The teacher will sign the report after taking the lesson. At the end of the day it will be signed by the Head or Deputy Head and, at the end of the week, the child's behaviour will be reviewed as captured on the report. Children can only be on report for a week. If behaviours continue then internal exclusion shall be considered and children shall be asked to spend the day working in another class

Should this happen more than once, an external exclusion will be considered.

These unacceptable behaviours warrant an **external exclusion (the list is not exhaustive)**:

- serious assault on a child or adult
- vandalism e.g. extreme damage to school property/toilets
- serious physical/ verbal threats made to staff
- violent outbursts, verbal/physical.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods of up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can make representations against the decision to the governing body. The school informs the parents how to do so.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Where the parents fail in their representations to the governing body, they may appeal to the LA.

General School Behaviours

Assembly behaviour

Pupils are required to come into assembly quietly without talking. The Class/Kodesh Teacher who is first in the hall shall have responsibility of standing 'front of house' to ensure all children are silent and there is appropriate behaviour until all the Classes have arrived in the hall. All Teachers have a responsibility to support whoever is leading the Assembly to maintain the positive behaviour in the hall. Teachers should bring ipads with the class dojo's linked to it so that they can give dojos for positive behaviour points during assembly.

At Sacks Morasha we:

- praise good behaviour
- give pupils polite reminders
- move a child to different place
- remove child from the area.

Corridors and Sairs Behaviour

- Pupils are asked to walk silently through the corridors and keep to the right.
- Teachers ensure that pupils get to their destination by walking their pupils from class to class with a teacher at the front and LSA at the back, or vice versa. When this is not possible, children will be reminded to keep to the right.
- Teachers should praise good behaviour and house points may be given.
- If a child does not meet expectations (which at all times must be high), she/he should to be sent back to where she/he started.
- Ask the child to wait until everyone else has gone.
- Prefects are able to support the Teachers in ensuring correct stairs and corridor behaviour.

Failure to bring in PE Kit

As a school community we are committed to ensuring our children are fit and healthy and partake in regular exercise including our PE lessons. We feel it important for hygiene, health and safety reasons for pupils to change into PE kit for PE lessons. The Teachers realise that sometimes children or their parents or care givers may forget to bring the PE kit into school

- In Eyfs and or KS1- we regard the bringing of PE kit as a responsibility of the parents and children should not be sanctioned if they forget their PE kit.

- In KS2- we feel the responsibility moves towards the pupils especially in upper KS2 so will give pupils a chance if they forget their PE kit without a valid reason or note from home. If children forget their PE Kit in more than two consecutive weeks in Y5/6 they shall be sent to Reflection.

Playground system

Behaviour during playtime must be civil and orderly, extending respect to others.

Sacks Morasha is committed to understanding that all pupils have the right to play and relax during breaktimes without other pupils' behaviours affecting their playtimes.

We include 10 Positive Playground Rules:

- speak positively to each other
- respect people's personal space
- keep hands and feet to ourselves
- when on the football pitch aim to ensure the ball remains below head height
- take care of each other
- use our equipment with respect
- freeze when the bell goes
- line up without talking
- talk to the adult on duty if you are having any issues in the playground.
- Clear away the equipment at the end of play

When children do not play nicely – of which the following behaviours are not acceptable:

- play fighting
- fighting
- excluding children from play
- ignoring adult instruction
- answering back adults
- bad language

The teacher will be informed and their behaviour will be logged in a file, which will be monitored regularly. Depending on the severity of the behaviour, they child may need to have further action taken and this will all be logged in this file.

These behaviours lead to being sent straight to the Deputy Headteacher:

- swearing
- punching
- kicking
- biting
- spitting.

At the end of break when a bell is rung, all children should freeze and be called to line up, class by class.

Children are to line up in mixed gender lines.

Incidences of disruptive behaviour in the playground are to be recorded in the behaviour log file by those on duty, including the mealtime supervisors. These records are used to decide which sanctions are to be used for unacceptable behaviour and apprise pupils involved in such incidents as well as teachers, parents/guardians and other interested parties of the poor behaviour when necessary.

Pupils who have consistently unacceptable playground behaviour will lose their playtimes for a measured amount of time and be asked to stay indoors to complete work set by the class teachers.

After-school and lunchtime clubs

After-school and lunchtime clubs are organised by the School through the School office. The School uses providers who have the appropriate safeguarding documents.

It is not an automatic right of the child to attend a club but we welcome participation and encourage children to broaden their education and experience through clubs.

Excellent behaviour, including listening and respecting adults and taking turns and respecting the rights of all participants, is expected in clubs and we operate a 'third warning and out' policy. The child will be warned once and on the second warning, parents will be informed. The third warning will result in exclusion from the club.

Staff responsibilities

We believe that all staff members at school have a responsibility to help pupils actively to develop their positive behaviours. They can be taught throughout the school day by:

- modelling the skills and abilities directly;
- setting appropriate boundaries for pupils' behaviour;
- showing empathy and understanding of pupils and respecting the dignity of child;
- listening to pupils;
- showing respect and understanding to everyone in the school community;
- providing feedback in an informative way to pupils;
- using positive consequences to encourage the learning of appropriate behaviour;
- using negative consequences to discourage the learning of inappropriate behaviour;

- showing commitment to the pupils' progress; and showing a commitment to planning for every child in accordance with the *Every Child Matters Agenda* where the school must ensure that the pupils are happy and achieving, safe, healthy, making a contribution to the community and being prepared for the future economic well-being.

Staff must remember....

- not to have mobile phones in class or surf the internet when pupils are present;
- be present and quiet at assemblies;
- to address staff meetings through the Headteacher or whoever is leading the meeting;
- to be punctual for school and all staff meetings and briefings;
- to be respectful and constructive in dealing with pupils, colleagues and parents;
- generally model good, positive behaviour all day, every day.

Parents' responsibilities

Parents should

- make their children aware of appropriate behaviour;
- model appropriate behaviour when their children are with them;
- encourage independence and self-discipline;
- show an interest in all their children do at school;
- be respectful and constructive when dealing with school staff;
- be aware of the school rules;
- support the school in implementing this policy.

Advice for parents

We recognise that unacceptable behaviour towards one's child is an issue which worries many parents. It is important for parents to raise their concerns with their pupils' class teachers as early as possible, giving as much information as possible.

The school will investigate the concerns and talk to parents about what will happen next.

All matters of concern should be addressed via the school authorities (i.e. class teachers and/or members of the Senior Leadership Team). Parents should not confront alleged offenders directly – whether they are other pupils or their parents.

We also ask that parents remember to speak respectfully to staff, particularly when their pupils are present.

Parents are asked to adhere to the school rules and follow the correct complaints procedures.

Our School will aim to provide pupils with the skills necessary for life through their learning but will also seek to teach pupils to live for the joy of life-long learning through positive behaviour.

SIGNED H. Gross **HEADTEACHER**

SIGNED  **CHAIR OF GOVERNORS**

DATE 20/6/19