

Sacks Morasha Behaviour Policy 2021

Sacks Morasha Jewish Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to 3 simple rules ("The 3 Bs"):

1. **Be Ready**
2. **Be Safe**
3. **Be SMART**

To Be Ready, we must all:

- Line up quietly in a single line for moving around the school, at the end of break times, and at the end of the day.
- Sit at our desk with our bottom on the chair and both feet on the floor (or under the desk), facing the teacher at all times.
- Take turns to speak, when invited to do so by an adult, and not speak over other children or adults.
- Have all the equipment we need for a lesson ready and accessible at all times.
- Keep our water bottles in the corner of our desk.
- Keep our desks, cubbyholes and coat pegs clear of clutter.

To Be Safe, we must all:

- Be ready to listen to instructions from adults.
- Keep all four chair legs on the floor at all times.
- Stay in our classrooms, the Hall or playground - unless an adult gives us permission to leave, e.g. for the toilet.
- Ensure we attend school punctually; have an adult sign us in at the office if we are late.
- Follow all fire and intruder drills diligently.
- Pay attention to our security guards' instructions.

To Be SMART, we must all:

- **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 we can.

At Sacks Morasha we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place;
- Provide clear guidance for children, staff and parents of expected levels of behaviour;
- Use a consistent and calm approach;
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- Ensure all adults use consistent language to promote positive behaviour;
- Use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.

- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to **The 3 Bs - 'Be Ready, Be Safe, Be SMART'**.

The Headteacher and The Senior Leadership Team are determined to:

- Have a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Work together to build mutual respect between staff and pupils.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Children need staff to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Be empathetic and sincere.

Staff need children to:

- Have a positive approach to their learning and play.
- Make good choices.
- Recognise, Accept and Rectify when poor choices have been made.
- Follow 'The 3 Bs'.

Behaviour for Learning

The Sacks Morasha Jewish Primary School behaviour principles are *'The 3 Bs'*: **'Be Ready, Be Safe, Be SMART'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book *'When the Adults Change, Everything Changes'*. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules *'The 3 Bs'*: **'Be Ready, Be Safe, Be SMART'** which can be applied to a variety of situations and are taught and modelled explicitly.

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 follows 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. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules – ‘The 3 Bs’	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Safe 3. Be SMART	1. Daily meet and greet. 2. Persistently catching children doing the right thing. 3. Picking up on children who are failing to meet expectations. 4. Accompanying children to the playground at the end of every day. 5. Praising in public (PIP), Reminding in private (RIP). 6. Consistent language.	1. Recognition boards. 2. SMART Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Emails sent home 7. SLT praise and rewards 8. Show work to another adult – doesn’t have to be a member of SLT. 9. Tea Party with SLT once per term. 10. Special responsibility jobs

Stepped Boundaries - Gentle Approach, use child’s name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe, SMART) You now have the chance to make a better choice Thank you for listening</p> <p>Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom/work in the HT’s office etc.) (learner’s name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening/I’m glad we had this conversation</p> <p>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at home this evening. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to..... (Go to another table/Go to sit with other class/Go to work in the HT’s office etc.) Playground: You need to (Stand by other staff member/ me / Sit on the bench/ stand by the wall etc.) I will speak to you in two minutes</p> <p>Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’</p> <p>*DO NOT describe child’s behaviour to another adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.</p>	

Sanctions

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Sacks Morasha JPS, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Incidents are logged on CPOMS in order to ensure full information is available to SLT if or when required. A staff member will log an incident at their discretion, but always if it is relevant to the future actions required for the child.

BEHAVIOUR PATHWAY



Reminder
Warning
Time Out
Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up/Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT
Parents phoned (could be done at the point of 'Time Out')
Parents called to school
Seclusion
Exclusion

Extreme Behaviours

Some children exhibit particular extreme behaviours for numerous reasons. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Extreme Behaviour Plans' – a template for this can be found at the end of this document.

INCIDENTS REQUIRING RESTRAINT OF A CHILD

There are many definitions of restraint. The most recent, from the DSCF 2010, states that Restraint is '*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 immobilisation. This should only be carried out in extreme circumstances and only by a member of staff who is certified to carry out the restraining.

INCIDENTS INVOLVING CHILD PROTECTION OR SAFEGUARDING - please refer to our SAFEGUARDING AND CHILD PROTECTION POLICY on our website

In any cases involving child protection, we will use this behaviour policy in conjunction with the *Safeguarding and Child Protection* policy.

INCIDENTS INVOLVING THE MISUSE OR ABUSE OF TECHNOLOGY PRIVILEGES - please refer to our SMART TECH POLICY

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.

If a Year 6 child will be making an independent journey and/or the Year 6 child requires a mobile phone for this journey, it is the responsibility of the parents to email office.manager@morashajps.org.uk, or Mrs Gross/Mr Kett, **prior to the child bringing the phone onto school premises**, to inform them 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.

The school will record all serious behaviour incidents on CPOMS (Child Protection Online Monitoring System).

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 local governing body. The school informs the parents how to do so.

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

The local 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 local governing body, they may appeal to the LA.

Bullying – please see our separate Anti-Bullying Policy 2021.

Physical Attacks on Adults

At Sacks Morasha JPS, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child (see Restraint Policy).

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS.

Out of School Behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy. In all of circumstances the head teacher will consider whether it is appropriate to notify the police or the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

The school is committed to ensuring our pupils act as positive ambassadors for us. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate, especially if a child has failed to '**Be Ready, Be Safe, Be SMART**'. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

In certain instances, if the behaviour is criminal or causes threat to a member of the public, the police may be informed.

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.

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: _____ (HEADTEACHER)

SIGNED: _____ (CHAIR OF GOVERNORS)

DATE: June 2021

Bullying Policy - Parental Acknowledgement Form

We have read the policy with our child/ren, and both understand its implications

Signed..... Date.....

PLEASE RETURN THIS PERMISSION SLIP TO THE SCHOOL OFFICE. THANK YOU.