

**Sacks Morasha Behaviour Policy**

Sacks Morasha Jewish Primary School is committed to providing a safe and supportive learning environment for all students. We recognise that behaviour management is an essential part of creating a positive school culture where everyone can achieve their full potential. To this end, we have adopted the Class Dojo and the 1,2,3 Magic approaches for our behaviour management.

Our behaviour policy is underpinned by our inspiring school ethos (SMART).

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 an atmosphere of enthusiasm

T (Torah) – Learning, Judaism and mitzvot

**Philosophy**

The 1,2,3 Magic approach is based on the principle that positive behaviour should be encourage and negative behaviour (STOP behaviours) should have consequences in order to reduce them. When STOP behaviours occur, students are given a clear warning (the “1” in 1,2,3 Magic), followed by a second warning (the “2”) if needed. If the behaviour persists after both warnings, the child will be given a time-out (the “3”).

Class Dojo is an online tool that helps us reinforce positive behaviours and track negative behaviours (the “3”), this allows us to reward positive behaviour in a timely and effective manner.

**Positive behaviours**

We encourage all students to demonstrate positive behaviour that align with our SMART ethos; this includes our values or respect, responsibility, kindness and integrity. When students demonstrate positive behaviours, they will receive points on their Class Dojo account. Children aim to achieve their bronze (125), silver (250) and gold (375) dojo awards through consistently showing positive behaviours both in and out of the classroom.

We also celebrate the children’s outstanding work during our celebration assembly. We reward children a SMART certificate to a student who has shown wonderful examples of our SMART values that week. The head teacher also rewards children for excellent work, with a head teacher’s award sticker and a place in our head teacher’s golden book.

**Negative behaviours**

When negative behaviour occurs, the following consequences will apply:

* First Warning (1) – The student will receive a verbal warning, reminding them of the expectation for their behaviour
* Second Warning (2) – If the negative behaviour continues, or a subsequent different behaviour starts up, the student will be given a second warning, reminding them to stop engaging in negative behaviours
* Third Warning (3) – If the negative behaviour continues, the child will receive a “3”, be given a 5-minute timer and asked to take time out (inside or outside the classroom) and complete an age-appropriate reflection form.

If a child receives a “3”, they will also have 3 dojos removed from their dojo account. 3’s are monitored by the class teacher and SLT and if this becomes a reoccurring problem, parents will be called, or asked to come into school for a meeting, to discuss their child’s behaviour. Numbers of 3’s are reviewed by SLT at termly pupil progress meetings with the teacher.

**Extreme Behaviour**

Occasionally children might misbehave in a more extreme way in which we deem unacceptable and therefore bypass a 1,2 or 3 as this is a warning system. Examples of these behaviours would be: physical or verbal violence, swearing or vandalism. In these circumstances children may jump to a “Step 4 Letter” and parents will be contacted immediately and consequences agreed on a case by case basis with some resulting in an internal exclusion. All these incidences will be recorded in CPOMS.

**Parent involvement**

Parents are an integral part of helping their child succeed in school. They will be informed of the school behaviour policy and their role in enforcing it at home. Parents may also be notified of negative behaviour and consequences, and may be invited to work with teachers to help their child improve their behaviour.

Please see attached the Parent Information Sheet, that gives parents a clear and brief summary of 1,2,3 Magic and how best to support this from home.

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 expect parents to speak respectfully to staff. Parents are asked to adhere to the school rules and follow the correct complaints procedures.

**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.

Excellent behaviour, including listening and respecting adults and taking turns and respecting the rights of all participants, is expected in clubs and many of these clubs 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 and this is handled by the club providers.

**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 circumstances that the child might cause harm to others or to the child themselves and only by a member of staff who is certified to carry out the restraining. It is a very rare occurrence for us to need to use restraint but we are ready to do so if necessary.

**Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the authority 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.

**Conclusion**

By implementing the 1,2,3 Magic approach alongside Class Dojo, Sacks Morasha Jewish Primary School aims to create a safe, supportive and positive learning environment for all our students. We believe that clear expectations, consequences and positive reinforcement will help students develop the skills they needs to success academically and socially.

**SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (HEADTEACHER)**

**SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CHAIR OF GOVERNORS)**

**DATE: March 2023**



**Appendix A**

1-2-3 Magic Parent Information Sheet

The program, **1-2-3 Magic** was created by Thomas Phelan Ph.D. and experienced teacher Sarah Jane Schonou. The program revolves around two types of behaviours, “start” behaviours and “stop” behaviours. The “start” behaviours describe behaviours teachers/staff would like a student to “start”, such as cleaning up their area, completing work, remaining on task and behaviours that follow our “SMART values”. The “stop” behaviours include actions we want the child to discontinue. Some of these behaviours may include poor attitude, answering back, talking excessively or being disrespectful.

To address “start” behaviours, we will continue to use other positive rewards and strategies that have been implemented in the past. For example, SMART awards, Dojo points, Headteacher’s Golden Book, verbal praise, positive reinforcement etc.

To address “stop” behaviours, teachers will use the “counting” method 1-2-3 Magic. The key to this method is the “no-talking, no-emotion” rule. If a child displays a “stop” behaviour, the teacher will begin to count starting at 1, pausing and giving the child time to adjust his or her behaviour, before the teacher says the next number. This acts as a clear warning and gives the child the opportunity to ‘stop’ what they were doing wrong. If the teacher gets to 3, the child then takes a brief “Take 5” in a designated area in the classroom or just outside the room. During the countdown, there is no discussion or conversation between the student and teacher. This eliminates power struggles and disruption to the instructional time and learning.

While the student is “Taking 5” he or she is completing a Stop and Think Reflection (specific for KS2). The reflection forms will be collected by Mrs Barbanel and the child will lose 3 dojos. If your child has to be sent to “Take 5” several times on a given day or week, they will be referred to a member of SLT or Mrs Barbanel and a call will be made home to discuss the next steps for the child.

For more information, there are many websites that explain 1-2-3 Magic as well as

books if you are looking. Also, there is a parent version that you may want to try at home

with your child – it has been proved very successful with children who display ADHD tendencies.

Please take time to talk about positive behaviours with your child regularly. Conversation and/or question starters:

* Tell me something good that happened at school today.
* What did you do today to make you feel proud?
* Tell me about something “SMART” that happened today



Thank you for your support at home with this new school-wide initiative.

We are looking forward to a successful year!