



BEHAVIOUR POLICY

This policy is written in conjunction with the following North West London Jewish Day School policies:

-Anti-Bullying

-E-Safety

-Child Protection and Safeguarding Policy

Updated and Revised December 2016

This policy is made available to the North West community from the school office and also on the school's website.

Statement of Intent

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at North West London Jewish Day School. It is a living document designed to enhance the development of positive relationships among pupils, adults working in the school, parents and other members of the wider school community.

The school behaviour policy is designed to support the way in which the members of the school 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 develop assessment for learning, which enables each pupil to take ownership of and make personal commitment to their learning.

As Staff, Parents, Governors and Pupils we will act as advocates of life-long learning. We will celebrate diversity and will actively seek to bring out the best in every member of the School community.

North West has Special Middot (see Appendix 1) that we aim to uphold. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather a way to instil and promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

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 can reach their full potential. Our Behaviour System is centred round these Special Middot and we seek to reward pupils whenever we can.

The Curriculum and Learning

We believe that an appropriately structured curriculum contributes to effective learning and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback will result in positive behaviour being maximised. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of all children. Marking is both a supportive activity, providing feed-back to the children on their progress and achievements, and a signal that the children's efforts are valued and that progress matters.

Bullying

Bullying is a continuum of behaviour rather than a separate issue.

Bullying is defined as: behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally.

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour if; there is a deliberate intention to hurt or humiliate, there is a power imbalance that makes it hard for the victim to defend themselves; it is usually persistent.

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this. The School does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour.

(See Anti-Bullying Policy)

Children with Special Educational Needs:

Our School aims to educate all the children to their greatest potential and therefore personalises learning through differentiation and planning according to the needs of the pupils.

In some specific cases, where the identified needs of individual children may conflict with the ethos of the Behaviour Policy, some alternative arrangements may be put in place, at the discretion of the Senior Leadership Team, teachers and the SENCO.

For example, class teachers may discuss with the SENCO whether a certain course of action would be appropriate or if, in this case, it could be counterproductive. In relevant cases the SENCO would work with the teachers and other involved professionals to develop an ongoing appropriate system of rewards and consequences.

Expectations for Good Behaviour

In classrooms:

During lessons pupils are expected to:

- Be on task – not distracted or distracting others.
- Strive to achieve the best results possible.
- Help ensure that noise level is appropriate at all times.
- Bring the correct equipment (including PE clothes) each day.

Playground system

At break times all staff must:

Ensure all playground areas are supervised by appropriate adults during playtimes.

Deal with behaviour appropriately and if necessary inform the class teacher at the end of play.

Lining up

At the end of playtime, the teacher on duty **rings the bell** at which time all children must stand still, stop talking, climb down from the adventure playground and hold still any play equipment.

On the second bell, all children are expected to quietly and sensibly walk straight to their lines.

Children should line up one behind the other without talking in alphabetical order.

Children are rewarded with Middot cards for good behaviour.

Corridors and stairs behaviour

Pupils are asked to walk quietly through the corridors and keep to the right.

Teachers ensure that pupils get to their destination by walking their pupils from class to class.

Teachers should praise good behaviour.

If a child does not meet expectations (which at all times must be high) she/he should be sent back to where she/he started.

Ask the child to wait until everyone else has gone.

Children are rewarded with Middot cards for walking calmly back to class.

Assembly behaviour

Pupils are required to come into assembly quietly without talking.

At North West we:

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

Lunchtime (including dining room and playground)

All lunchtime staff to deal with inappropriate behaviour by talking to the children concerned.

Lunchtime staff to inform lead supervisor of any inappropriate behaviour during lunchtime. Lead supervisor to inform class teachers, if necessary.

School Building

Pupils are expected to play outside before and after school and during school playtimes unless given specific permission by a teacher. We believe that the school should be a calm, orderly place at all times. Therefore, the children should be taught and encouraged to show respect in everything they do.

Pupils must respect and look after the fabric of the building and all school property.

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, respecting adults, taking turns and respecting the rights of all participants is expected in clubs.

Behaviour outside school (School Trips/off-site activities):

We expect all pupils to uphold the highest standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children.

The welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour.

In certain circumstances, it may be possible to include a child if the parent accompanies the child. **For clear guidelines and expectations of behaviour please see the School Trips Policy.**

Clubs are extracurricular activities; therefore the school reserves the right to exclude a child if his/her behaviour disrupts the group as a whole.

Our Whole School Behaviour System

Rewards and consequences Overview:

We aim to create a balance between rewards and consequences. Pupils should learn to expect fair and consistently applied rewards for good behaviour, and consequences for inappropriate behaviour. The emphasis of the school discipline 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 'consequences' below). All class teachers should operate a stepped approach to consequences, which allow pupils to identify the next consequence.

All classes have a traffic light system in a visual place. There will be three laminated A4 pieces of paper.

- Green with a smiley face
- Yellow with a straight line face
- Red with a sad face

Each class will also have a star. This will also be visible and will be placed before the Green smiley face. Any child who displays outstanding behaviour, good listening skills etc. can move to the star and their name should be recorded after the lesson by the teacher. A postcard will be sent out to parents for any child put on the star three times.

Each class will have a set of pegs or labels with the pupils' names on them.

Every lesson, the pupils will start on Green.

Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, staff members should celebrate pupils' best efforts through displays and performance.

Rewards may involve:

- Dojos
- Special privileges (e.g. Golden Time)
- Sending good work to Golden Book
- Middot cards given out in our weekly assemblies
- Middot cards with prizes at the end of each term (see below)
- Post cards sent home at the end of every term
- Certificates

Middot Cards

Pupils who collect 15 Middot cards per term will be rewarded with a special prize and the pupils who collect the most number of Middot card throughout the whole year will receive an additional prize.

Pupils are also called up at the end of assembly and are handed out Middot cards for exemplary behaviour.

Consequences

Despite positive responses as a means to encouraging good behaviour in North West it will be necessary to employ a number of consequences to enforce good Middot, and to ensure a safe and positive learning environment. 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 these rules:

Should a child display any one of these behaviours during a lesson, she/he should be given a verbal warning and asked to move her/his peg from a Green to a Yellow. She/he will move from a yellow to a red if the child continues to misbehave.

In Nursery, the children follow a different system. All children start off on the Sun. If they are kind, well behaved etc. they go onto the star. If they don't conform after several warnings, they go on the grey cloud and then on the black cloud. As soon as they conform they go back onto the sun.

Unacceptable behaviour in class (This list is not exhaustive)

- Answering back
- Ignoring direct instructions
- Refusing to line up
- Talking in assembly
- Treating others – fellow pupils and adults with disrespect
- Dropping litter
- Noisy e.g. talking/shouting
- Leaving the place without permission
- Unkind remarks or gestures
- Time wasting

Pupils who break one or more of the rules in class will go on to the Yellow and then Red.

Should a child enter into the Red and still continue within the same lesson to disrupt the class, they will be sent to the Referral Room to complete their work. Alternatively, if they receive three Reds within a half term, they should be sent to Behaviour Lead Teacher for a lunch time detention and/or Head of Key Stage.

The child in question should be spoken to and a reflective and restorative conversation should take place between the teacher and child.

These questions may be used to help.

What were you doing?

What were you thinking?

How has your learning been affected?

How have others been affected?

What do you need to do differently?

What needs to happen next?

The Referral Room will be monitored and should a child be sent to the referral room **three times within a half-term**, their parents will be informed and they will be spoken to by the Headteacher or Behaviour Lead Teacher. If after this the behaviour continues, parents will be called to a meeting and the child will be placed on report.

Consequences for higher level unacceptable behaviour

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

- Physical behaviour
- Ignoring direct instructions more than once
- Running away from staff
- Spitting
- Swearing
- Consistently shouting out
- Fighting
- Stealing
- Disregarding supervisors
- Threatening / aggressive behaviour
- Vandalism – graffiti

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

All these behaviours warrant a one-to-one meeting with the Behaviour Lead Teacher or Headteacher.

Should these behaviours continue the child in question will then 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 Behaviour Lead Teacher or Headteacher.

If inappropriate behaviour is still being displayed, the child will be **internally excluded** and asked to spend the day working in another class by him/herself.

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

Fixed-term and permanent exclusions

The 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.

These unacceptable behaviours warrant an external exclusion (This 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 of a severe nature

For these behaviours, there will be a Zero Tolerance Policy

It will be to the Headteacher's discretion to either internally exclude a child based on the events. The Headteacher may need to consult the ECMCo or Child Protection teacher to ensure that she has all information and there are no CP issues. In the absence of the Headteacher the Deputy Head or person in charge may exclude and complete the exclusions letter, however they must also inform the Headteacher.

Pastoral Support Plan

For children who display continuous disruptive behaviour, the school will contact and meet with the parents to work with them going forward. The child may be placed on report and regular meetings with teachers and parents may take place. If the behaviour continues the school may seek advice from the Brent Behaviour Team and or put in place a PSP (Pastoral Support Plan) to support the child, staff and parents.

Staff responsibilities

We believe that all staff members at school have a responsibility to help pupils actively to develop their middot and 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, achieving, safe, healthy, making a contribution to the community.

Parents' Responsibilities

Parents should:

- make their children aware of appropriate behaviour
- 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 your 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 miscreants directly – whether they are other pupils or their parents.

We also ask that parents remember to speak respectfully to staff especially when their children and/or pupils are present.

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

- 1) Class teacher
- 2) Behaviour Lead Teacher
- 3) Deputy Head teacher
- 4) Headteacher

Monitoring Behaviour

Any incidents of misbehaviour should be logged in the misbehaviour book, which should be placed in the top drawer of the classroom.

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 and middot.

Appendix 1:

Magnificent Middot

1	Friendship	חֵבֶר טוֹב	
2	Kindness	חֶסֶד	
3	Respect and good manners	דֶּרֶךְ אֲרָץ	
4	Loving Torah and <u>Mitzvot</u>	אַהֲבַת תּוֹרָה וּמִצְוֹת	
5	Hardworking	אַהֲבַת מְלָאכָה	
6	Good behaviour	הַתְּנַהֲגוּת טוֹבָה	
7	Tidiness	סֵדֵר וְנִקְיוֹן	
8	Taking care of property	שְׂמִירָה עַל רְכוּשׁ הַכֶּלֶל	

I confirm that I have read the Behaviour and Anti-Bullying Policy.

Name: _____

Signature: _____

Date: _____

Please sign and return the above form to the Lead Behaviour Teacher –Mr Shelton by Monday 12th December 9am.