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# Policy on Behaviour and Discipline

July 2019

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Pardes House Primary  
School

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Headteacher: Mr J Sager  
Menahel: Rebbe S Roitenbarg

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## **POLICY ON BEHAVIOUR AND DISCIPLINE**

### **School Vision**

*“Pardes House Primary is a school providing a high quality Chereidi Jewish Education alongside a high quality secular education. Our goal is to ensure that our pupils are equipped to successfully live a strict Torah-observant life and excel in their lives in the world. They value truth, honesty, respect for everyone, a lifelong love of learning and possess great self-discipline.”*

### **Aims and Objectives**

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 Torah, Chesed (kindness), mutual trust and respect for all. The school's Behaviour and Discipline 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 in which everyone feels happy, safe and secure.

The school has a number of specific ‘Rights and Responsibilities’ (chosen and designed by the pupils as part of the school’s 2015 Magna Carta Week celebrations – visible in the school foyer and framed in every classroom) regarding pupil behaviour but our Behaviour Policy is not primarily about rule enforcement. The policy has been written with a view to promoting positive relationships, so that people - both adults and children can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave with consideration towards others and towards school property. There are rules and expectations, meaning that staff do not ignore unacceptable behaviour, which itself can lead to consequences and what we call ‘re-education’. Pupils being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix 2.1 ‘Rewards and Re-education’)

We treat all children fairly and apply this policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school employs various strategies for rewarding good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Consequently, our policy is to promote good behaviour, rather than merely deter anti-social behaviour.

### **Expectations**

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- We expect children to behave as they know we expect.
- We expect children to work co-operatively with the teacher and each other.
- We expect children to show respect for all staff and other children.
- We expect children to respect the school environment and its resources.
- We expect children to demonstrate good manners at all times.

- We expect children to demonstrate tolerance and respect for people outside our school community.
- We expect children to demonstrate tolerance and respect to those with a disability or any other handicap, including and as well as those children with Special Educational Needs.
- We expect children to demonstrate tolerance and respect to those that define themselves as LGBTQ+. Indeed, the school will protect and support children that identify themselves as LGBTQ+ (or wish to pursue another alternative lifestyle).
- We expect children to demonstrate tolerance and respect to children living in family circumstances different to their own.

*\* Also see Anti-Bullying Policy.*

### **Other General Expectations of Behaviour**

- Walking around the school.
- Not being in the building before the school day or during breaks (unless permission has been given).
- Respecting property and belongings by:
  - keeping cloakrooms areas tidy
  - putting books back on shelves correctly
  - not leaving items on the floor
  - keeping exercise books tidy etc.
  - taking responsibility for picking up items from floor, even when not their own
- Expecting polite responses from children and adults by:
  - always saying please, thank you and excuse me
  - trying to have eye contact (depending on nature of child!)
  - acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.
  - using 'Pardon' and not 'What'
  - eating with good table manners

### **Consequences**

Our main aim is to ensure a safe and positive learning environment. In the event of misbehaviour or a failure to follow the school's expectations, a sanction may be employed, appropriate to each individual situation.

- If a child is disruptive in class, the teacher may follow appropriate classroom behaviour sanctions and re-educate him.
- If a child misbehaves repeatedly, we may give the child a cooling down time away from the rest of the class until he calms down, and is able to work sensibly again with others. This may be outside the classroom or with the Headteacher, Menahel or Deputy Head.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies in any way and to anyone, he will be brought to the Headteacher for his attention and re-education.
- If a child repeatedly acts in a way that disrupts or upsets others, again, he will be brought before the Headteacher.

- If a child acts in a disrespectful way towards a member of staff, they will be brought to the Headteacher or Menahel to learn the meaning of ‘Derech Eretz’ (respect!). This is most often through a form of written task.
- For not following any of the other expectations as laid out above, the teacher or other member of staff may wish to bring that pupil to the Headteacher, who maintains pupil records for a variety of different misdemeanours.
- At any time, the school may contact a child's parents and/or seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Such a child may be given a report card on a daily basis which parents can review. Parents are encouraged to promote positive behaviour.

The class teacher discusses the school ‘Rights and Responsibilities’ with each class. In addition to the school ‘Rights and Responsibilities’, each class also has its own classroom rules and expectations, displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time.

### **Rewarding Children**

This is about acknowledging not just the outcomes of pupil work but also about acknowledging pupil’s efforts, their adherence to rules, respect for others, manners, eating habits and general behaviour around the school and outside the classroom. We praise and reward children for good behaviour in a variety of ways:

- *Teachers.* Teachers congratulate and praise children.
- *Class-based rewards* for good work, effort, behaviour etc. including team/table points.
- *Pupils and Bochorim of the week.* Each week, every teacher nominates a child from each class to be 'Pupil of the Week' and each Rebbe chooses a ‘Bochor of the Week’. Each of these pupils receives a postcard in the weekly assembly, which is posted home to parents. Pupils and Bochorim of the week have a special ‘Afternoon Tea with the Headteacher’ the following Tuesday afternoon in the Boardroom.
- *The Golden Book.* This is the Headteacher’s personal reward system. Pupils are sent to the Headteacher by teachers and Rebbes at any time for doing good work or making a real effort. Names are written in the book, boys receive a special Headteacher award sticker and the names are read out in Assembly on Friday, with the boys standing and receiving applause.
- *The Perutah System.* This is a Pardes Bank where children can receive ‘Perutahs’ (Biblical currency) from teachers and any staff working in the school, as well as from visitors. These are given when evidence of good behaviour, manners, acts of kindness etc are seen. If a child is seen behaving in a positive and respectful manner and making good choices, they will be given a Perutah. Perutahs are ‘spent’ at the end of each term in the Perutah Shop, where boys have the opportunity to ‘buy’ gifts using the Perutahs they have earned during the term.
- *House Points.* We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in line with the school vision statement. The winning house of the week is announced in Assembly and the winning house each term receives a special treat, such as pizza and chips.
- *Achievement assembly.* All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- *Annual Prize Giving.* This takes place at the end of the academic year, with 4 prizes awarded in each year group; 2 for effort and 2 for behaviour across both secular and Jewish

Studies. A special 'Pardes Award' is given to a Year 6 leaver for symbolising everything that Pardes House Primary School looks for in its pupils.

- Phone calls home.
- Homework Diary comment or a letter to the parent.

*Note:*

- **Curriculum** -we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.
- Our school encourages systems and routines to keep well ordered classrooms (for further details see the staff handbook).
- The school acknowledges all the efforts and achievements of children, both in and out of school, including when pupils receive other types of certificates.

## **Re-education**

### *Punishment*

The Headteacher and Menahel do not believe in punishment for the sake of it and it is not described as such either – all pupils and parents are aware of this. Punishments in our school generally take the general form of 'written re-education', where pupils are asked to consider in writing their behaviours and its consequences. Other forms of re-education may well include menial tasks involving keeping the school tidy and organised.

Physical aggression from one pupil to another or against a member of staff is treated differently and may result in a pupil missing part of or all of one of our Rosh Chodesh (monthly) special activities/treats. This may also take place in the event of a serious breach of discipline e.g. a high level of disrespect and/or rudeness to a member of staff.

*Note:* The Headteacher keeps detailed records regarding behaviour, physical aggression and misbehaviour during line-ups.

### ***Re-education***

In general, if a misbehaviour or breaking of rules is serious enough to be brought to the Headteacher or Menahel's attention, this will be followed by:

- A meeting in his office;
- Misdemeanour recorded in the Headteacher's re-education file;
- The 'Derech Eretz' sheet or...
- A piece of written work, which reflects on the misdemeanour;
- Work brought back, signed by a parent the next morning;
- Read-through of the work and a final reflection on the misdemeanour.

The purpose of re-education as opposed to pure punishment is to have the pupil actually consider their actions and why it was deemed to be inappropriate.

Such misdemeanours that might result in written piece of re-education might include:

- Rudeness;
- Misbehaviour in class;
- Misbehaviour at lunchtime;
- Being in the building at break times;
- Talking in line;

- Running in the building;
- Lack of manners;
- Talking in inappropriate language;
- Not sitting properly in assembly;
- Behaving dangerously in school;
- Going into the car-park at end of the school day without a parent escort;
- Leaving a room or the lunch-hall without permission.

\* Discipline beyond the school gates: please refer to section 'Behaviour Outside classroom setting' section.

### ***Report***

If a child's behaviour is continually unacceptable for any reason, he may be placed on Report for a fixed period of one or two weeks. The Report will need to be signed by the teacher or Rebbe at the end of each lesson and presented to the Headteacher at the end of the week. Care for the Report form is the responsibility of the child.

Misplacing the Report form will automatically lead to an extension of the period spent on Report plus a further consequence.

### **Behaviour Recovery**

#### ***The role of the class teacher***

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. Teachers treat all children in their classes with respect and understanding. They need to clarify consequences and making the right choice. Please refer to Appendix 1,2 and 3 for further guidance. This expectation also applies to all paid staff with a responsibility for pupils, such as Teaching Assistants and Meal Time Supervisors.

The class teacher, working with the Inclusion Leader and/or Headteacher and/or parents may liaise with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### ***Staff Development and Support***

Ongoing training is provided both through Staff Meetings and BPSI. All staff are supported by the Headteacher and Menahel.

**To support all school staff with implementing the behaviour policy some guidance notes have been drawn up.**

- Appendix 1: Behaviour Policy Guidance for all staff

- Appendix 2: Guidance for Midday Supervisors
- Appendix 3: Dealing with Aggressive and / or Poor Behaviour and Pre-empting Inappropriate Behaviour
- Appendix 4: Expectations at Pardes House Primary School

### ***Managing Pupil Transition***

Key transitions from Nursery to Reception and KS1 to KS2, where there are added or different expectations of behaviour; these are made clear to all children. Any new children and parents entering the school are made aware of all behaviour expectations during the interview process.

### ***Role of the Inclusion Leader***

If a child's behaviour is of serious concern and deemed to be out of the ordinary, the Inclusion Leader may be notified and in consultation with the Class Teacher/Rebbe and parents, will formulate an individual behaviour plan or suggest further support and guidance for the child.

It is our aim to place emphasis on the appropriate behaviour required and strategies that can be utilised by relevant parties. We also work as necessary alongside other local agencies (CAHMS, Barnet High Incident Support Team - HIST) to assess the needs of pupils who display continuous disruptive behaviour.

Positive reinforcement is key to this policy. Most major behavioural issues will be dealt with through the use of the policy. The Headteacher, Deputy Head and Inclusion Leader will give guidance in this field as necessary.

### ***Role of the Headteacher***

See section above on 'Re-education'.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps **records** of all reported **serious incidents** of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. The Headteacher will report on any such exclusions to the Governing Body as part of his termly report. *See 'Exclusions Policy'*.

The Headteacher will also provide further support to staff regarding incidents of both positive and negative behaviours.

### ***Role of Parents***

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

Expectations for behaviour are shared with parents in various ways e.g. at Parents Evenings, through email, letters and in school newsletters.

We expect parents and carers to support their child's learning, and to cooperate with the school. We always aim to have a supportive dialogue between home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to re-educate a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### ***Role of Governors***

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher and Menahel in adhering to these guidelines.

The Headteacher and Menahel have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher and/or Menahel about particular disciplinary issues. This must be taken into account when making decisions about matters of behaviour.

### **Bullying**

*\* Also see Anti-Bullying Policy.*

The school does not tolerate bullying of any kind. This includes bullying or harassment on the basis of special education need or disability. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The Headteacher or Menahel may become involved quickly and communication with parents will also take place, following a prompt investigation of any allegations.

Bullying can include any form of persistent teasing or name calling; e.g. physical attacks or threatening behaviour.

It is important when bullying occurs that it is dealt with promptly and firmly. This will send a clear message to the children about the school's attitude towards such behaviour.

It is our legal duty under the Equality Act 2010 to be aware that some incidents described as 'bullying may simply be the behaviour of a child with SEN or a safeguarding issue where it is less transparent to distinguish between appropriate and inappropriate behaviour. It is still important to deal with such incidents, but to use discretion and to keep a clear perspective of the situation. In the first instance, staff should simply deal with the incident and informally monitor the situation.



There are always three members of staff who monitor break times, with the support of two pupil play leaders. This also helps and gets the children involved in making friends and resolving issues at break time.

If the bullying is proven to be true, this may lead to a temporary exclusion from the school for the bully, followed by a planned reintegration (including meeting with the parents), together with a Behaviour Management Plan. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying is monitored in class, in the school as a whole and through surveys of pupils (*see 'Anti-Bullying Policy for greater detail'*)

### **Physical Restraint**

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself. The actions that we take are in line with government guidelines on the restraint of children and comprising of reasonable force.

### **Behaviours hinting at radicalisation**

*\* Also see Child Protection Policy.*

#### ***Introduction***

From 1<sup>st</sup> July 2015, all schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “*due regard to the need to prevent people from being drawn into terrorism*”. This duty is known as the Prevent Duty (DfE 2015).

There are four key duties for schools: Identify local risks, identify at risk students, work in partnership with other agencies and keep children safe online, where much of the radicalisation takes place. The Prevent duty applies to all schools. Here at Pardes House, we build pupils’ resilience to radicalisation by promoting Fundamental British Values in the curriculum and elsewhere in school life.

There is though the issues of recognising behaviours leading to radicalisation. We believe we are best-placed to assess our training needs in light of the assessment of risk. At Pardes House, the Designated Person for Safeguarding and Child Protection will undertake Prevent awareness training and will be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. This will also come through INSET for all staff.

#### ***What to do***

If behaviours hinting at any form of radicalisation are recognised by staff or a member of staff in a school has such a concern about a particular pupil, they should follow the school’s normal safeguarding procedures and the concern should be brought to the attention of the Headteacher (Designated Person for Child Protection) straight away in confidence. If required, they will be provided with access to further support and advice.

The Department for Education also has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for

use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

### **Behaviour outside of class setting**

*Corridor management:* All members of staff are responsible when walking through corridors around the school to be aware of and help manage individual or group behaviour.

*Playground Management:* All teachers and Rebbes need to be aware of and be outside at playtime on time for their duties.

*Wet Play Management:* Class based teachers, Rebbes and staff are responsible to ensure that the behaviour of the children is managed properly to ensure the safety and appropriate behaviour. There should always be at least one member of staff on duty between two classes, enabling the other teacher/Rebbe to go to the toilet and/or have a drink, before swopping over.

*End of the school day:* All members of staff need to take responsibility for their class and ensure that their children are appropriately behaved and in the right place, ready to be collected by their rotas.

*Outside the school gates:* Misbehaviour when the pupil is taking part in any school organised or school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school is unacceptable. The school expects the highest levels of behaviour, decorum and manners from children when they are outside school. Failure to adhere to this will be responded to by the Headteacher and Menahel.

Or misbehaviour at any time, whether or not the conditions above apply; that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school the same behaviour rules apply and will be dealt with by the Headteacher, Menahel or Deputy Head.

### **Fixed-term and Permanent Exclusions**

*\* Also see Exclusions Policy.*

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. In extreme and exceptional circumstances, the Headteacher may exclude a child 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 wishes to exclude a child, he will contact the Chair of Governors first to explain the reason for exclusion before then informing the parents or carers, giving reasons for the

exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers by letter of how to make any such appeal.

The Headteacher informs the 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. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Internal Exclusions**

Disruptive pupils can be placed in internal exclusion away from other pupils for a limited time; this would be with a supervised member of Senior Leadership Team. The length of time will be determined according to individual circumstances. Parents would be informed immediately.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him on account of negative behaviours. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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Signed:

Date:

Review:

# **APPENDICES**

**Appendix 1: SPECIFIC GUIDANCE re. EXPECTATIONS AND NEGATIVE REINFORCEMENT**

**Appendix 2: BEHAVIOUR AT LUNCHTIMES.**

**Appendix 3: DEALING WITH AGGRESSIVE AND/ OR POOR BEHAVIOUR AND PRE-EMPTING INAPPROPRIATE BEHAVIOUR**

**Appendix 1: SPECIFIC GUIDANCE re. EXPECTATIONS AND NEGATIVE REINFORCEMENT**

<p><b><u>WALKING THROUGH THE SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>No class or group of boys should walk through the school without an escort by a Rebbe/teacher.</li> <li>Classes should walk in line, quietly.</li> <li>The Rebbe/teacher should turn around during this time to make sure that all boys are walking in line, quietly.</li> <li>Pupils <u>must</u> be escorted to their classrooms from line-up and <u>not</u> simply sent.</li> <li>At the end of morning Kodesh, Rebbes should ensure all boys are sitting quietly in the classroom and wait for the teacher to arrive.</li> <li>At the end of Chol at 4.15, the Chol <u>teachers</u> (or Key Stage 1 Rebbes) will bring the boys to the Hall for dismissal and sit them quietly on the floor.</li> </ul>	<p><b><i>Consequence:</i></b> A child not walking quietly or in line should first be warned.</p> <p>If it happens again, their consequence should be given by the class teacher: missing two minutes of next break.</p>
<p><b><u>BREAK-TIME / PLAYGROUND TIME</u></b></p> <ul style="list-style-type: none"> <li>Before sending boys out to break, remind them to take their snack and go to the toilet as they will not be able to do this when break has finished.</li> <li>Boys should also be reminded that the building is out-of-bounds during break.</li> <li>Classes should not be sent out to break before the bell has rung.</li> <li>At the end of break, the Rebbe/teacher must ensure they are outside on time and standing in front of their classes to bring them back into the building.</li> <li>When the boys enter the classroom after break, they should sit quietly at their desks waiting for their lesson to start.</li> <li>Boys should come into lessons with their shirts tucked in, tidy and ready to learn.</li> <li>Wednesday will be a NO FOOTBALL day. The boys can play catch, dodgeball and other games but no football. This is to encourage boys to find different ways to talk to and play with each other.</li> <li>If Rebbes or teachers wish to award their boys extra break for a <u>specific reason</u>, the Rebbe/teacher <u>must</u> take the boys outside <u>and</u> supervise them. Extra breaks <u>cannot</u> class with other Key Stage breaks.</li> </ul>	<p><b><i>Consequence:</i></b> Any child found in the building when they should be outside should be asked to go to the Headteacher/Deputy Head.</p> <p>A child not sat at their desks waiting quietly should be dealt with by the teacher – verbal reprimand/warning/task.</p>
<p><b><u>IN THE CLASSROOM</u></b></p> <ul style="list-style-type: none"> <li>Boys should not speak unless they have raised their hand.</li> <li>Boys should not get out of their places without permission.</li> <li>Boys should not be allowed to go to the toilet in the first 15 minutes after a break.</li> <li>If the Headteacher or Menahel enter the classroom, all boys should stand.</li> <li>If a child refuses to co-operate or is rude, answers back etc. this must be dealt with first by the Rebbe/teacher in the classroom but the consequence must always fit the misdemeanour.</li> <li>If the situation demands, boys should be sent to the Headteacher’s office for the Derech Eretz sheet.</li> </ul>	<p><b><i>Consequence:</i></b> Derech Eretz sheet: used to re-educate boys of the importance of respect. The Headteacher will decide how many of the 4 sections the pupil should complete. This will be based on previous behaviour and the current incident. This must be completed and signed for the next morning. If it is not done <u>and</u> signed by a parent, there will be further consequences.</p>
<p><b><u>MANNERS</u></b></p> <ul style="list-style-type: none"> <li>Boys should always be expected to say ‘please’ and ‘thank you’. Please ensure they are always reminded of this.</li> <li>Boys should come into lessons with their shirts tucked in, tidy and ready to learn.</li> <li>Boys should always be expected to sit quietly in class unless directed otherwise and to put their hands up if they want to speak.</li> <li>If a child is sent by a Rebbe/teacher to another classroom, they should be instructed first of how to speak to the person whose classroom they are entering and to knock first. Boys are <u>not</u> to be sent to another classroom for disciplinary purposes.</li> <li>At the end of the school day, boys should say ‘good afternoon’ in response to their teacher.</li> </ul>	<p><b><i>Consequence:</i></b> To be managed and decided upon by the teacher or if necessary, re-educated by the Headteacher.</p> <p>In event of severe rudeness and foul and abusive language, the Headteacher is available to deal with this or more severe misdemeanours, as required.</p>

<p><b><u>RUNNING IN SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>Boys are expected to walk inside the building at all times.</li> <li>If boys are escorted round the school properly, there is less reason for them to be able to run.</li> <li>Regarding lunch bags at lunch-times, see below.</li> </ul>	<p><b><i>Consequence:</i></b>          Asked to go to end of corridor and walk again 3x (approx.).          If problem persists, refer to the Headteacher for possible re-education.</p>
<p><b><u>LUNCHTIME</u></b></p> <ul style="list-style-type: none"> <li>Boys to follow formal expectations, including:             <ul style="list-style-type: none"> <li>➤ Queueing in line, patiently;</li> <li>➤ Eating only while sitting at tables;</li> <li>➤ Eating with cutlery;</li> <li>➤ Rubbish to be placed (not thrown in bins);</li> <li>➤ No running in the Hall;</li> <li>➤ No moving from seat to seat.</li> </ul> </li> <li>All boys will bentsch together in the hall.</li> <li>After bentsching is finished, all boys will be dismissed to the playground, column by column.</li> </ul>	<p><b><i>Consequence:</i></b>          Boys making undue noise, misbehaving, not bentsching properly etc will remain behind after bentsching and carry out menial clearing and cleaning tasks in the Hall, under supervision.           Boys eating with their fingers will eat the rest of their lunch away from the boys, outside the Headteacher's office.</p>
<p><b><u>BEHAVIOUR TOWARDS EACH OTHER</u></b></p> <ul style="list-style-type: none"> <li>Boys will have PSHE/Circle-time sessions with their class teachers as needed to develop their social skills and learn how to deal with and respond to various issues:             <ul style="list-style-type: none"> <li>▪ Physical aggression;</li> <li>▪ Verbal aggression;</li> <li>▪ Rudeness;</li> <li>▪ Being mean;</li> <li>▪ Laughing at another child;</li> <li>▪ Bullying.</li> </ul> </li> </ul>	<p><b><i>Consequence:</i></b>          Physical aggression towards another child or a member of staff must always be brought to the Headteacher's attention immediately and may well miss part of or all of a special activity.           Rudeness to another child, being mean etc. should be dealt with by the class teacher. If this becomes repetitive or more serious or the situation does not improve, involve the Headteacher.</p>
<p><b><u>ASSEMBLIES</u></b></p> <ul style="list-style-type: none"> <li>Boys to be brought into assembly and in line by their Rebbe/teacher.</li> <li>Boys to sit in order of year groups, each class in two rows, facing the stage.</li> <li>Rebbes/teachers to spread themselves out down each side.</li> <li>When everyone is quiet, Headteacher will enter the hall, pupils will stand and wait in silence.</li> </ul>	<p><b><i>Consequence:</i></b>          A child talking or fiddling in Assembly should be asked by the Rebbe/teacher closest to them to sit on the floor next to them.</p>
<p><b><u>RESPECT FOR RESOURCES AND EQUIPMENT</u></b></p> <p>Issues may include:</p> <ul style="list-style-type: none"> <li>Damaging school books;</li> <li>Drawing on exercise books;</li> <li>Breaking rulers/pencils etc;</li> <li>Leaving resources on the floor;</li> <li>Not putting away resources correctly;</li> <li>Deliberate damage of property;</li> <li>Taking/using resources they have not been given permission to use.</li> </ul>	<p><b><i>Consequence:</i></b>          Warning / reminder about appropriate behaviour and expectations.          Books sent home to be repaired / replaced as necessary.          Letter sent to parents requesting replacing of damaged/lost school property or money for school to do so.          Headteacher informed.</p>

**Appendix 2: BEHAVIOUR AT LUNCHTIMES.**

Guidance for Mealtime supervisors

If children display inappropriate behaviour at lunchtime, they are to be sent to the DH/HT office and will spend time reflecting on their choices. The Mealtime Supervisor will record why they have been sent in for and date. Children should be able to come unaccompanied and explain why they have been sent in. If they are unable to explain, another child can be sent in with them to explain the situation. If a child refuses to come in, send a responsible child in to inform the Mealtime Supervisor. The Mealtime Supervisor may request for other children to come in so they can establish the facts, if necessary.

If you are sending in children to explain what happened then please make this aware to them and that they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble!

Behaviour	Action 1	Action 2
Physical fighting between two or more pupils	No warning	Sent in straight way
One child physically hurting another	No warning	Sent in straight way
Not listening to adult, refusal to go somewhere or do something	<b>1</b> Reminder of the behaviour that is expected. <b>2</b> Warning that if they persist to refuse then they will go to the DH/HT.	Sent to time out after steps 1 and 2
Name calling / teasing / following another child / pestering another child / disagreements between children (non physical)	<b>1</b> talk to children involved and try to sort out problem <b>2</b> reminder about appropriate behaviour <b>3</b> warning if it happens again they will be sent in	Sent in after steps 1 to 3 have been used.

**Appendix 3: DEALING WITH AGGRESSIVE AND/ OR POOR BEHAVIOUR AND PRE-EMPTING INAPPROPRIATE BEHAVIOUR**

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- Don't greet a child's anger with you own, be calm and rational.
- When a child gets angry it may take considerable time for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

<b>A Hierarchy of consequences (based on BAP materials 2004)</b>	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- '..... you are talking', '.....you're pushing .....' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour ....., turn around thank you. .... give ..... his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – '..... our rule is that we put our hands up to answer.' '..... remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behavior.
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's



	point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his own actions '..... I have asked you to move away from ....., if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom. A responsible child is to be sent to the school office to ask for an adult to come and help them.