



Behaviour Policy

for Hertsmere Jewish Primary School

Reviewed on: November 2023

Date of Next Review: November 2024

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on November 2023.

It is due for review on November 2024.

Signature



Headteacher

Date: November 2023

Signature



Chair of Governors

Date: November 2023

1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- ›

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

5. Roles and responsibilities

5.1 The governing board

The SLT, Headteacher and Chair of governors are responsible for reviewing the written statement of behaviour principles (appendix 1).

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents on CPOMS, ensuring actions are recorded
- › The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

As a school we are committed to promoting, celebrating and rewarding achievement. It is recognised that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. We regularly praise the children for demonstrating good behaviour and for following our school rules. We constantly use verbal praise and silent gestures such as a smile, thumbs up or a nod.

7.1 List of rewards

Positive behaviour will be rewarded with:

- › Praise
- › Raffle tickets
- › Dojo points
- › Letters or phone calls home to parents
- › Special responsibilities/privileges
- › Attend Headteacher's Tea Party

See Appendix 1 and Appendix 2 for sanctions.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate

- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

8. Behaviour management

Behaviour management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued; we have a no humiliation ethos which aims to build positive relationships between teacher and pupil. Strategies for encouraging pro-social behaviour, arrangements of furniture and access to resources all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture and the learning environment should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage pro-social behaviour as well as good work.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display their own classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property

Incidents of physical restraint must:

- › **Always be used as a last resort**
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Behaviour management INSETS form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and SLT annually. At each review, the policy will be approved by the headteacher and Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the headteacher and Chair of Governors annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

The governing committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 1 - Sanctions

LOW-LEVEL DISRUPTIVE BEHAVIOUR SANCTIONS



STEP 1 – VERBAL REPRIMAND/WARNING



STEP 2 – ADULT REMOVE CHILD FROM CLASSROOM FOR A FEW MINUTES TO CALM AND SETTLE



STEP 3 – CHILD TO BE SENT TO ANOTHER CLASS (PREFERABLY CORRESPONDING CLASS IN THE YEAR ABOVE) UNTIL THE END OF THE SESSION/LESSON



STEP 4 – IF BEHAVIOUR IS PERSISTENT AND CHILD HAS BEEN OUT 3 TIMES IN CLOSE SUCCESSION THEN TEACHER IS TO PHONE PARENTS AND GIVE WARNING OF FURTHER SANCTIONS (REPORT BOOK). SLT TO BE INFORMED OF THIS TO SUPPORT



STEP 5 – FURTHER DISRUPTIVE BEHAVIOUR - REPORT BOOK COMPLETED FOR EACH LESSON - THIS IS TO BE SENT HOME AND RETURNED EACH DAY. CLASS TEACHER WILL INFORM PARENTS OF THIS NEXT STEP.



STEP 6 – SLT TO BE FURTHER INVOLVED IF NECESSARY



= CPOM RECORDED

**ANTI-SOCIAL/PHYSICAL BEHAVIOUR
(acting to inflict harm)**



STEP 1 – CHILDREN INVOLVED/WITNESSES TO WRITE UP



STEP 2 – CLASS TEACHER TO INFORM PARENTS & SLT OF OCCURRENCE. REFLECTION TO BE COMPLETED IN BREAK TIME



**STEP 3 – SLT TO DECIDE FINAL SANCTION AND INFORM PARENTS
(actions can result in ½ - full day out of class)**



= CPOM RECORDED