Behaviour Policy

for Hertsmere Jewish Primary School

Reviewed on: July 2026

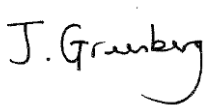
Date of Next Review: July 2027

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 July 2026.

It is due for review on July 2027.

Signature  Headteacher Date: July 2026

Signature  Chair of Governors Date: July 2026

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
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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: • 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
- Consistently recognising and reinforcing positive behaviour through the school's House Point system.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Building positive relationships with pupils through encouragement, restorative conversations and consistent expectations
- 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
- Take pride in contributing positively to their House by demonstrating the school's values through their behaviour, effort and attitude every day.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Promoting Positive Behaviour

At Hertsmere Jewish Primary School, we believe that positive behaviour is best promoted through encouragement, recognition and strong relationships. We are committed to creating a calm, respectful and inclusive environment where pupils understand that their behaviour has a positive impact on themselves, others and the wider school community.

Our House Point system is central to our approach to recognising positive behaviour. House Points are awarded consistently across the school to celebrate pupils who demonstrate our school values through kindness, respect, responsibility, resilience, perseverance, honesty and positive attitudes to learning.

House Points are used to reinforce the behaviours that help everyone to learn successfully and contribute positively to school life. Staff are encouraged to recognise both consistently positive behaviour and individual improvement, ensuring that every child has opportunities to experience success. Similarly, once given, House Points will not be taken away – an alternative restorative approach will be adopted.

7.1 Positive Recognition

Positive behaviour will be rewarded with:

- Verbal praise and positive feedback
- House Points
- Dojo Points (where appropriate)
- Celebration in class and assemblies
- Letters, postcards or phone calls home
- Special responsibilities and leadership opportunities
- Headteacher's Tea Party
- Recognition of individual, class and House achievements

7.2 Responding to Inappropriate Behaviour

Where pupils make poor behaviour choices, staff will use restorative conversations alongside appropriate sanctions to help pupils reflect on their actions, repair relationships where necessary and make positive choices in the future.

See Appendix 1 and Appendix 2 for details of the school's sanctions.

7.3 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, encouragement and positive recognition, including the use of House Points, are central to promoting pro-social behaviour and creating a culture in which positive choices are noticed, celebrated and replicated.

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
    - Award House Points regularly to reinforce positive behaviour, effort and demonstration of the school's values.
    - Recognise kindness, resilience, responsibility and improvement as well as academic achievement.
    - Celebrate positive behaviour consistently so pupils understand the behaviours expected within our school community.
    - 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.

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

1. The pupil was unable to understand the rule or instruction
2. The pupil was unable to act differently at the time as a result of their SEND
3. The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Teacher's will adhere to an individual behaviour plan for guidance where appropriate.

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 THEN TEACHER IS TO PHONE PARENTS AND GIVE WARNING OF FURTHER SANCTIONS (MORNING BREAK SPENT IN REFLECTION ROOM FOLLOWING THE BEHAVIOUR). SLT TO BE INFORMED OF THIS TO SUPPORT TEACHERS

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

Appendix 2 - Sanctions

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

◎ **STEP 1 – CHILDREN INVOLVED/WITNESSES TO WRITE UP ACCOUNTS**

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◎ **STEP 2 – CLASS TEACHER TO INFORM PARENTS & SLT OF OCCURRENCE. REFLECTION TO BE COMPLETED IN THE REFLECTION ROOM DURING ROOM DURING BREAKTIME**

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◎ **STEP 3 – SLT TO DECIDE FINAL SANCTION AND INFORM PARENTS**

(actions can result in ½ - full day out of class)

◎ = **CPOM RECORDED**

Appendix 3 – House Point System

Our Philosophy

At Hertsmere Jewish Primary School, we believe that positive behaviour is best encouraged through recognition, encouragement and celebration. Our House Point system provides a consistent whole-school approach to recognising pupils who demonstrate our school values and contribute positively to our community.

House Points are awarded to reinforce the behaviours, attitudes and values that enable every child to flourish academically, socially and emotionally.

House Points may be awarded for:

- Demonstrating the school's values.
- Showing kindness, empathy and respect towards others.
- Persevering when learning is challenging.
- Working hard and demonstrating a positive attitude to learning.
- Making positive behaviour choices.
- Taking responsibility for actions.
- Showing honesty and integrity.
- Helping others without being asked.
- Demonstrating resilience after setbacks.
- Excellent teamwork and collaboration.
- Looking after the school environment.
- Representing the school positively within the wider community.
- Showing significant personal improvement or effort.

Consistency

House Points should be awarded regularly and consistently by all members of staff. Staff should recognise:

- Consistently positive behaviour.
- Individual improvement.
- Acts of kindness.
- Excellent learning behaviours.
- Effort as well as achievement.

This ensures that all pupils have opportunities to experience success and feel valued.

Celebrating Success

House Points contribute towards:

- Weekly House totals.
- Whole-school House competitions.
- Celebration assemblies.
- Individual recognition.
- Class celebrations.
- End-of-term or end-of-year House awards.

Restorative Approach

House Points are awarded to reinforce positive behaviour and are not removed following poor behaviour.

Where poor choices are made, pupils will be supported through restorative conversations and appropriate sanctions outlined within this policy. Pupils are encouraged to learn from mistakes and continue earning House Points through positive choices.

Our emphasis is always on recognising and encouraging positive behaviour rather than focusing solely on mistakes.

Monitoring

Senior leaders will monitor the use of House Points to ensure that they are awarded fairly, consistently and in line with the school's values. Staff will regularly review practice to ensure that all pupils have equitable opportunities to be recognised for their contribution to school life.