



WOHL ILFORD JEWISH PRIMARY SCHOOL

BEHAVIOUR POLICY

Reviewed: January 2019

Next review: January 2020



From the UN Convention on the Rights of the Child

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Aim of policy

The primary aim of Wohl Ilford Jewish Primary School (WIJPS) is 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 mutual trust and respect for all. We are clear in the expectation that all staff will, at all times, maintain a duty of care and promote the best interests of children. WIJPS aims to promote an environment where everyone feels happy, safe and secure, in line with the school's Anti-bullying Policy.

At WIJPS, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.

This policy is a means of promoting good relationships so that people 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.

We treat all children fairly and apply this Behaviour 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 rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation.

All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

At WIJPS our intention is to encourage good behaviour by rewarding pupils for making the right choices.

The School Rules (see below) are on display in every classroom and discussed with children regularly (e.g. at the beginning of each half-term)

WOHL ILFORD JEWISH PRIMARY SCHOOL RULES

- 1 Respect people and property
- 2 Always speak politely
- 3 Work and play safely
- 4 Walk inside the school building and line-up sensibly
- 5 Always try your best
- 6 Listen and you will learn

The school rules are backed up by individual classroom rules, which are also on display and negotiated with the class at the beginning of each term (or shorter time interval, if appropriate).

A systematically structured and consistent system for the management of behaviour is necessary and this must be clearly understood by **all staff** when managing the behaviour of the pupils.

Staff will know that there is a procedure to follow and will act consistently and provide role models for the pupils. Staff will feel supported and backed by other staff because there is uniformity in the management of behaviour. Reciprocal dialogue will occur between class teachers, Jewish Studies teachers and Midday Supervisors.

For pupils, this means that they receive one clear message about the behaviour that is accepted and acceptable within the school and they know what behaviour is not acceptable. The enforcement of sanctions follows a clear structure and the pupil is aware of the progression of the sanctions that are being enforced.

Equal Opportunities

WIJPS is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

Parental involvement with the behaviour policy of the school

We work with parents in partnership to ensure good behaviour throughout the school.

Parents have a right to expect from our school:

High quality education, whatever their children's learning needs, including full information on their progress.

Detailed information on how they, as parents/carers, can promote positive behaviour and what they can do to help and the facility to discuss and resolve any concerns.

Parents have a responsibility to support their children's school by:

- Encouraging their children to recognise the importance of education and learning.
- Backing the application of their behaviour policies and their systems of incentives, rewards and sanctions.
- Insisting that their children pay proper respect to teachers, support staff and the school environment.
- Preparing their children for school, including providing breakfast and the conditions for a good night's sleep.
- Taking all reasonable steps to ensure that their children carry out work set for them.
- Respecting staff, pupils.
- Not behaving aggressively (including verbal comments) or violently towards staff.

A Home-School agreement is signed by parents when their child(ren) join(s) the school.

Should there be any issues regarding parental support for the school's behaviour policy, then parent contracts can be issued by the school and supported by the local authority.

Any pupil behaviour which disrupts or impacts on the learning of other pupils and the maintenance of health, safety and discipline within the school community is unacceptable. This includes low level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault.

Expectations of Staff

Staff are expected to model high standards of behaviour and (as per our school ethos), to be positive role models for all of our students. They should make children aware of appropriate behaviour in all situations. Focus should always be on good behaviour and positive reinforcement - catching children making the right choices.

Staff should be aware of all children's behaviour in class and around school, dealing with every incident appropriately in line with the school's agreed structure.

Staff should always endeavour to work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with - see class traffic light system below.

Staff will keep a rigorous log of incidents and track behaviour.

Staff should always seek advice from other staff and outside agencies, to ensure best practice is provided following advice and strategies suggested when dealing with a child with challenging behaviour.

Managing transitions

Break time and Lunchtime will be managed accordingly:

Consistent supervision of all areas to be provided by adults on duty.

Provision of a safe, secure, stimulating play environment for all.

Adults to be approachable and understanding when dealing with problems.

Adults to diffuse difficult situations by displaying fairness, patience and consistency to everyone.

All adults to deal with inappropriate behaviour, discuss and enforce sanctions.

It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers.

All staff to talk with children and help them understand consequences of their actions.

During Assembly

Class teachers to walk their classes to assembly and make sure they are seated.

Class teachers to remain at the front of their classes and make sure they are quiet before assembly starts.

Children who behave inappropriately are asked to stand up and move place.

There is a teacher presence during every assembly to monitor behaviour.

Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.

Teachers may award house points for sensible behaviour during assembly.

Transitions between Years and Key Stages

Pupils are prepared for new year groups/classes, and information shared between staff, during transition meetings, meet the teacher lessons and use of transition booklets (where applicable), in order to promote positive behaviour choices and increase pupil confidence.

Staff Should:

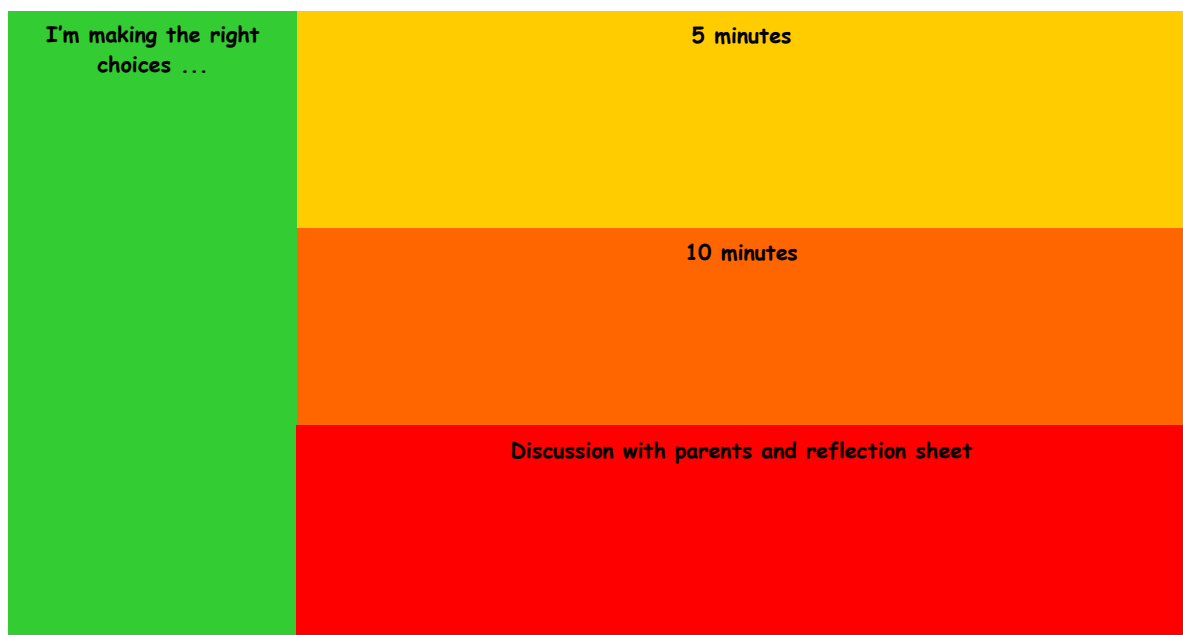
Deal with problems calmly; using the language of a Right's Respecting School. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored. Stop the children at regular intervals (walking to the middle and back of the line). Never leave children unattended. Be as consistent and fair as possible in the use of rewards and sanctions.

Staff Development

Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

Pupils Should:

Expectations to 'stay on green'



All pupils will start each day with their name in the green zone.

- Pupils will receive a warning about the consequences of their poor behaviour before their name is moved to yellow. If their name is moved to yellow they miss minutes from break time. This varies by key stage but timings will be clearly displayed in the classroom.
- The class/JS teacher will log details of poor pupil behaviour choices on the school's online logging system. If in doubt please speak to the key stage leaders for advice.
- Another warning will be given to the child before they are moved down to orange, and then a further warning will be provided before the child is moved down to red.
- Once a consequence has been taken (e.g. missed minutes from break - and reparation has been made) the child will move back to green.

- If a pupil enters the red zone, the class teacher or JS teacher will inform parents in person, by telephone or by email. If this occurs repeatedly, the pupil will be sent to the Headteacher for their missed break time. The pupil will be sent home with a reflection sheet (see appendix), which must be completed in the pupil's own time and must be signed by the parent and returned to the class teacher the following day.
- If poor behaviour becomes repetitive or the pupil does not respond to the traffic light system, the pupil may receive a behaviour chart (in addition to time spent outside the Headteacher's office), which will be used to monitor behaviour for a fixed period of time.
- The class teacher/JS teacher will ensure that phase leaders are aware of any pupil that has been placed on a behaviour chart.
- Phase leaders will monitor all behaviour sheets weekly - individual children will be responsible for bringing their forms to the phase leaders to be signed off.
- Behaviour monitoring sheets will be reviewed 4-weekly. The class teacher will meet the phase group leader for discussion and the teacher will then meet with parents/carers regarding next steps, which should demonstrate a collaborative approach, as per the school's home/school agreement.
- The SENDCo will be included in discussions of ongoing behaviour concerns.
- The Deputy Headteacher will be included in more serious or unresolved behaviour issues.
- The Headteacher will be involved in the most serious or unresolved/repetitive behaviour issues.
- Extreme behaviour may warrant internal or fixed term or even permanent external exclusions.

Rewards

- KS1 uses smiley faces for positive reinforcement. KS2 uses reward points.
- Any child receiving 5 or more smiley faces will be given a daily prize (incentive), whilst in KS2 all the reward points will be tallied up and rewards are given to older pupils at the end of the week.
- See Appendices (for details of additional rewards offered).

Pupil support systems and facilities available

Pupils have access to the school's "Sensational Room", "The HUB", or "The Fish Bowl", if they become disruptive in class and/or need a quiet place to reflect and refocus on their learning needs. These rooms provide an opportunity to reinforce behaviour expectations and deliver timetabled activities and interventions and are always supported by members of staff known to the child/children and familiar with their needs.

Punishing poor behaviour- what the law says (January 2016)

The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

The decision to punish a child and how, must be made on the school premises.

It must not breach any other legislation such as disability, SEN, race and equalities.

A punishment must be proportionate and take account of the child's age, any disability or religious requirement.

Corporal punishment is illegal in all circumstances.

Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

Beyond the school gate (see Behaviour and Discipline in Schools - January 2016)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

The school's response to non-criminal bad behaviour conduct outside the school gates is in line with the school's Behaviour Policy for such action within the school grounds. Pupils are expected to behave in a manner that does not have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the reputation of the school.

Malicious allegations against school staff

See school policy re: Allegations of Abuse against Teachers, other Staff, Volunteers and Contractors (July 2017), which sets out the actions to be taken against a pupil who is found to have made a malicious allegation against a member of staff and any member of staff accused of misconduct.

Positive Handling

All staff nominated by the Headteacher may use reasonable force to prevent pupils:

- Causing injury to themselves or others
- Causing damage to property

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have received Safer Handling Training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves. The use of reasonable force should make adjustments for disabled children and children with special educational needs (SEN).

Types of incidents in which reasonable force might be appropriate:

- Where action is necessary in self-defence or because of imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Removing disruptive children from the classroom where they have refused to follow an instruction to do so.
- Preventing a child behaving in a way that disrupts a school event or a trip or a visit.
- Preventing a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Preventing a child from attacking a member of staff or another child, or to stop a fight in the playground.

Application of force during incidents

May involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding (as trained)
- Guiding (as trained)
- Leading a pupil by the hand or arm (as trained)
- Carrying a smaller child away from the difficulty
- (In extreme circumstances) using more restrictive holds (as trained)

A log of restraint must be recorded on the school's computer system and relevant details of the incident noted by the relevant member of staff. The class teacher must be informed, as well as parents.

Reporting incidents involving the use of force, resulting in injury

Should an injury occur, as a result of a restrictive hold, immediate steps will be taken to secure appropriate medical attention. The Headteacher (or Deputy Headteacher if the Headteacher is not on the premises) must be informed, and the Accident/Injury Report Book must be completed by the School First Aider as soon as possible.

Searching children suspected of having prohibited, dangerous items

Ideally we would expect pupils to make the right choice and, in the first instance staff should not invade any pupil's personal space. However, if the risk is considered to be sufficiently high, a judgement would be made by a senior member of staff to ensure that both the privacy of the child and security of the school are maintained.

Fixed-term and permanent Exclusions

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 statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2012).

Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school (in their absence and failing ability to make contact with either the HT or DHT, the Headteacher has authorised the next Senior Leader to take this decision and inform the Headteacher of outcomes).

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. 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 excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion and fixed-term exclusions at the time of the incident and in writing via the Headteacher's termly report.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a pupil 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 exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents 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.

Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties.

APPENDICES

Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Teachers award house points for particularly good behaviour.
- On occasions, we nominate a particular child from each class to be 'star of the week'.
- Such nominations are recognised with the award of certificates in school assembly.
- We award merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All children have the opportunity to share their achievement in assembly where they show examples not only of their best work, but of considerate behaviour towards others.

The school acknowledges all the efforts and achievements of children, both in and out of school. This may also include certificates or trophies from personal endeavour and positive motivational activities outside the classroom.

Weekly Certificates

Every week, each class teacher and Jewish Studies' teacher presents a Star of the Week certificate with regard to efforts made in academic work. On Monday, the children are notified that they have been nominated, told the reason why and given a certificate. Staff are encouraged to utilise the full range of certificates available encouraging opportunities for challenge and high expectations.

Reception - Traffic Light System (Golden Star Reward Chart)

Reception uses a 'Going for Gold' behaviour chart system (Gold, Silver, Green, Amber, and Red) as an incentive to reward good behaviour and manage inappropriate behaviour. All children's names/photo of each child is placed on green at the beginning of each day. If a child/children demonstrate exceptional good behaviour, their name/photo may be moved up towards the silver/gold. All children receive acknowledgement for their efforts and academic achievement.

Key Stage 1 - Smiley Face rewards

Key Stage 2 - Reward Points

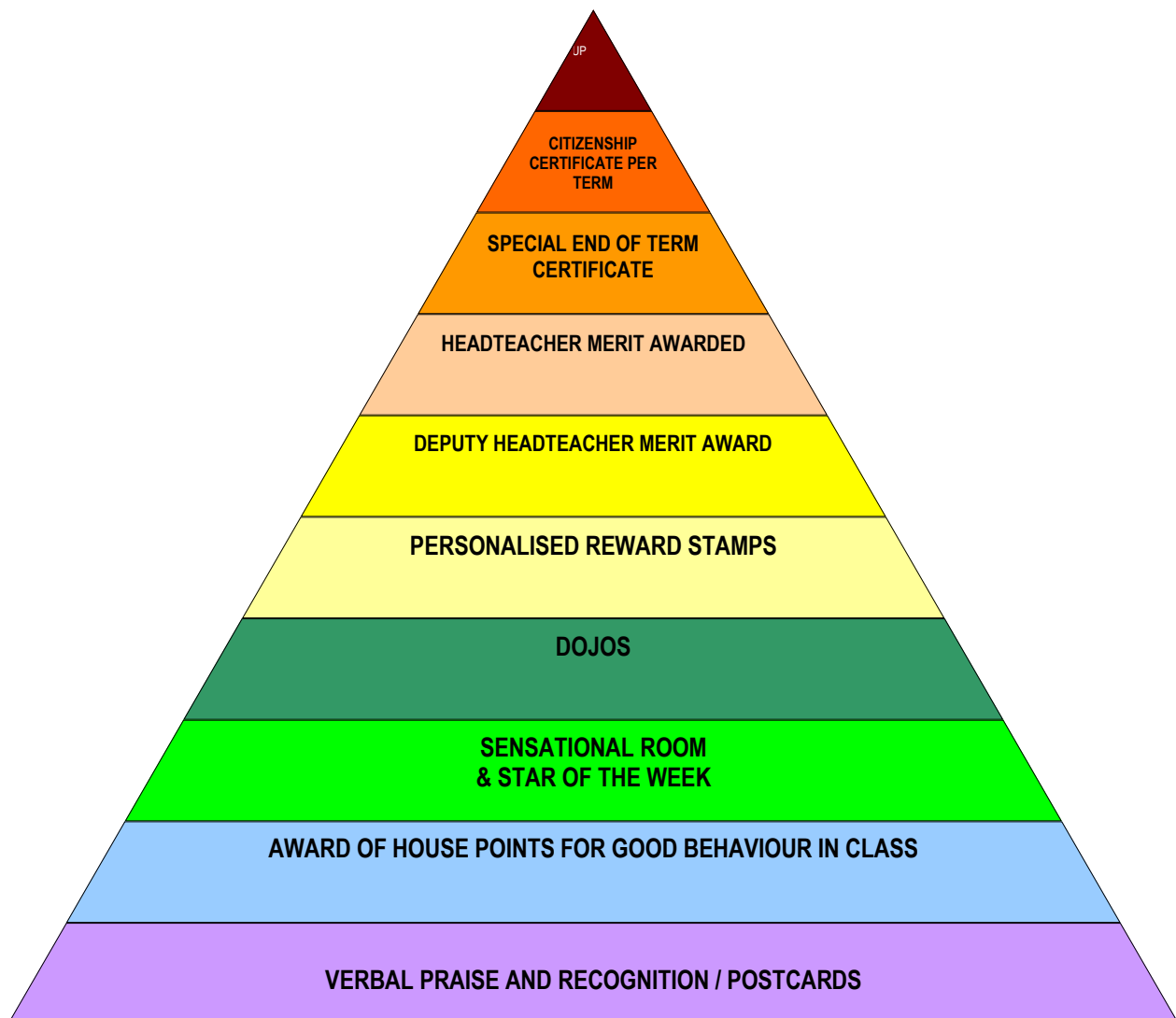
Postcards

Teachers send home motivational postcards on a personal level to encourage and support positive choices and accelerated progress - 6 are issued each term.

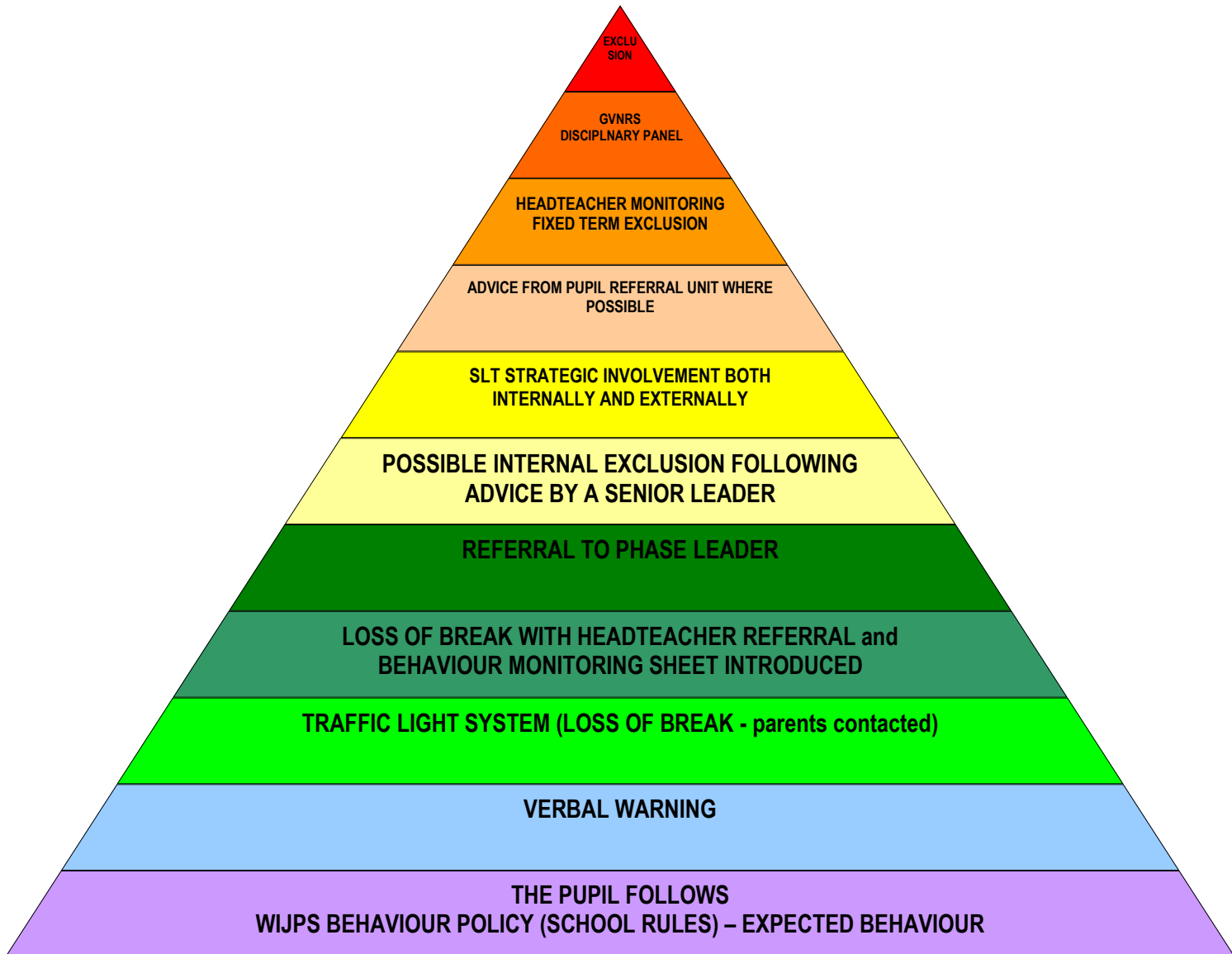
Dojo Points (Jewish Studies pupil award system)

Two forms of dojo points are issued - class points for good behaviour (sanctions for wrong choices) and Jewish Studies staff elect children as role models to receive class dojo points and certificates.

REWARD SYSTEM WIJPS PRIMARY SCHOOL



SANCTION SYSTEM WIJPS PRIMARY SCHOOL



SANCTION SYSTEM WIJPS PRIMARY SCHOOL



Diary

Pupil's name: _____

Date: _____ Time: _____

Place: _____ Who with: _____

What led up to it? _____

What were you thinking? _____

Your body signs... _____

How did you react? _____

How angry were you (Circle which one)

1 Slightly annoyed	2 Annoyed	3 Angry	4 Very angry	5 Furious
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How did you feel afterwards (What were the consequences?) _____

Could you have handled it differently? _____

Parent/guardian's signature: _____ Class teacher's signature: _____

PUPIL REFLECTION SHEET

Date: _____

What wrong choice did I make?	Why I did it?
What should the right choice have been?	How can I put this right?

My name: _____

Parent's signature: _____

Class teacher's signature: _____