



**WOHL ILFORD JEWISH
PRIMARY SCHOOL**

**BEHAVIOUR POLICY
AND STATEMENT OF BEHAVIOUR PRINCIPLES**

Reviewed by the Headteacher: March 2024

Next review: March 2025

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.

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 Rules (see below) are on display in every classroom and discussed with children regularly.

WOHL ILFORD JEWISH PRIMARY SCHOOL RULES

- 1 Respect people and property
- 2 Always speak politely
- 3 Work and play safely
- 4 Always try your best
- 5 Listen and you will learn

Our school's systematically structured and consistent system for the management of behaviour is necessary and is clearly understood by **all staff** when managing the behaviour of the pupils.

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

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.

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](#)

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

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

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, concepts which are regularly visited during school assemblies/Tefillah and in the classroom.

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.
- Support on how they, as parents / carers, can promote positive behaviour
- 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 to engage with their learning.
- Backing the application of their behaviour policies and their systems of incentives, rewards and sanctions.
- Insisting that their children pay proper respect to all adults (teachers, support staff and parent helpers) 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 other 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.

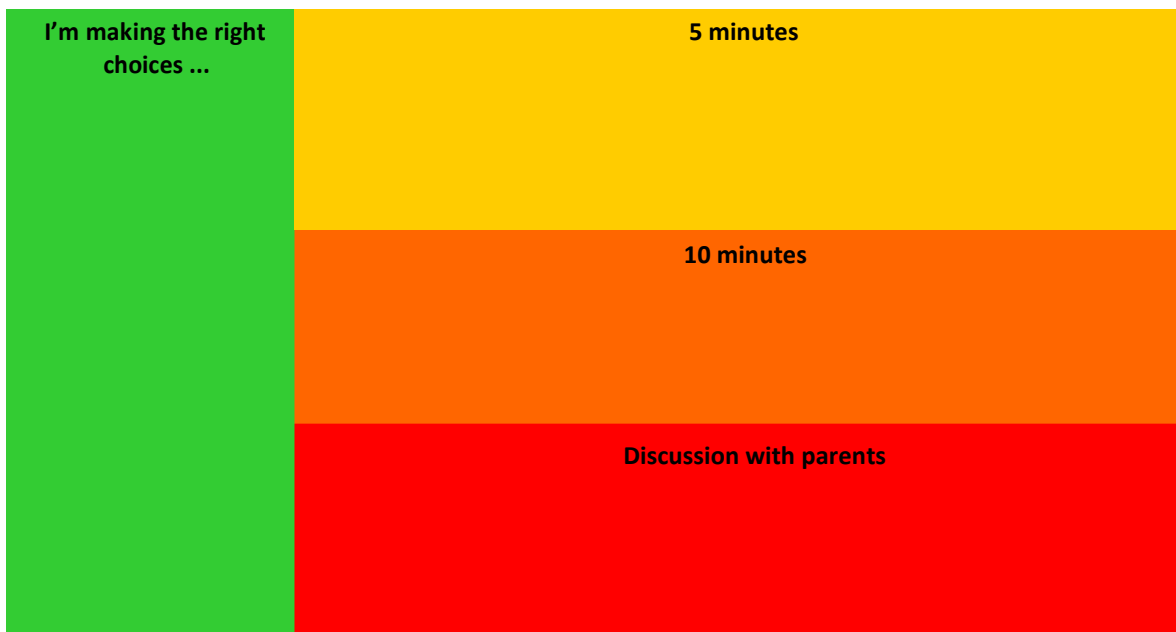
Any pupil behaviour which disrupts or impacts on the learning of other pupils and the maintenance of health, safety and discipline within the school community is unacceptable. This includes (but is not limited to) low level disruptive behaviour, any form of bullying, repeated breaches of the school rules, incidents of verbal abuse, physical violence or assault, sexual harassment, racist, sexist, homophobic or discriminatory language.

Expectations of staff

- Staff are expected to model high standards of behaviour and 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.
- Staff will use Talking for a Purpose language and strategies, including a variety of methods to self-regulate and reduce behavioural challenges.
- 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 colleagues and outside agencies, to ensure best practice is provided following advice and strategies suggested when dealing with a child with challenging behaviour.

Pupils should:

Expectations to 'stay on green'



All classes use this traffic light behaviour management system with nuances appropriate to the age and stage of the pupils. Pupils will receive a warning about the consequences of their poor behaviour before their name is moved through the coloured zones. All poor behaviour is logged. 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 poor behaviour becomes repetitive or the pupil does not respond to the traffic light system, the pupil may receive a behaviour chart which will be used to monitor behaviour for a fixed period of time. Teachers will review the behaviour monitoring sheets with parents regarding next steps, which should demonstrate a collaborative approach, as per the school's home/school agreement. The SENCO will be included in discussions of ongoing behaviour concerns.

Unsafe behaviour will result in the child being moved straight into the red zone without warning. The Headteacher will be involved in the most serious, unresolved or repetitive behaviour issues. Extreme behaviour may warrant internal or fixed term or even permanent external exclusions.

List of rewards and sanctions

Positive behaviour will be rewarded with a range of:

- Praise
- House points and smiley faces
- Reward chart
- Certificates
- Postcards home
- Stickers
- Emails or phone calls home to parents
- Special responsibilities/privileges
- Dojo points

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Time lost from break or lunchtime
- Referring the pupil to a senior member of staff
- Emails or phone calls home to parents
- Behaviour monitoring sheet

Malicious allegations against school staff

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Allegations of Abuse against Teachers, other Staff, Volunteers and Contractors for more information on responding to allegations of abuse against staff or other pupils.

Positive handling

All staff may use reasonable force to prevent pupils:

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

Positive handling has no legal definition but:

- Force could not be justified for a trivial misdemeanour or a situation that clearly could be resolved without it.
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum needed.

Types of incidents in which reasonable force might be appropriate:

- Where action is necessary in self-defense or because of imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.

Application of force during incidents

May involve staff:

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

Reporting and recording incidents involving the use of force

Should an injury occur, as a result of an incident at the school, immediate steps will be taken to secure appropriate medical attention. The Headteacher, or other member of the SLT (when the Headteacher is not on the premises) must be informed, and the Accident/Injury Report Book must be completed by the School First Aider (Appointed Person) as soon as possible. **A log of restraint must be recorded and this log will be kept in the school office and relevant details of the incident noted by the relevant member of staff.** The class teacher must be informed, as well as parents.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. Prohibited items include (but are not limited to) knives or weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article reasonably likely to be used to commit an offence, cause personal injury to, or damage to the property of, any person (including the pupil). These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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.

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.

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.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and annually at the start of term.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and ratified by the full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

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: [Exclusion from maintained schools, Sept 2023](#)

Only the Headteacher has the power to exclude a child from school (in their absence, the Headteacher has authorised the senior leadership team 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. In extreme cases, where this support is not successful, the child will be referred to a pupil referral unit or a specialist school for pupils with SEMH difficulties.

APPENDIX 1

Written statement of behaviour principle

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy within this policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually.



PUPIL REFLECTION SHEET

Date: _____

My name: _____

Parent's signature: _____

Class teacher's signature: _____

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