



KEREM SCHOOL (INCLUDING EARLY YEARS UNIT)

Behaviour Policy

Promoting Positive Behaviour

We are aware that we share, with parents, responsibility for the children in our care, therefore we make every effort to provide the care which any responsible parent would be expected to give. Guidance has been taken from DFE non-statutory advice "Behaviour and Discipline in Schools" (2014). This policy should be read in conjunction with the Anti-Bullying Policy.

Parents will have taught their children to respect other people's feelings and property. Parents have the most important and significant role in teaching their children about behavior. A Home/School Agreement [see Appendix 4] is signed by all parties so that whilst the child is at school we reinforce these attitudes, courtesies and disciplined behaviour that children learn at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly. The School Code of Conduct (see below) is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is given to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

A Description of Responsibilities for all the Members of the School Community

Staff and Governors	Pupils	Parents
To lead by example	To support and care for each other	To be aware of the school's values and expectations as written in the Home/School Agreement
To be consistent in dealing with every child	To respect each other's property and work	To support the values and expectations of the school
To encourage the aims and values of the school amongst all children	To listen to others and respect their opinions	To ensure that children arrive on time each day and are collected at the correct time
To have high expectations of every child	To take responsibility for their own actions and behaviour	To keep children at home when they are ill
To meet the educational, social and behavioural needs of each child	To do as instructed by all members of staff (teaching and non-teaching)	To provide the school with a written explanation for the reason for any absence
To provide an appropriate curriculum	To observe the Code of Conduct at all times	To provide the school with an emergency contact number

School Code of Conduct

All members of the school community are expected to adhere to the following:

- Consideration, courtesy and sensitivity in inter-personal relations. This is particularly emphasized in the polite way children and adults talk and listen to each other.
- Respect and care for each other means that co-operative and pleasant behaviour is expected throughout the day. Offensive behaviour, including rudeness, bullying or

teasing is unacceptable.

- Physical contact, which causes harm, such as biting, pinching, smacking, pushing or fighting is not allowed.
- Everyone is expected to move around the building and in classrooms in an orderly manner and sit when eating and drinking.
- Respect for the environment includes care for individual's property and resources as well as the building and grounds on both sites.
- Ensuring that only kosher food, either certified as kosher or listed as approved in the United Synagogue Kashrut Guide, and nut-free, is brought onto the premises.

At Kerem School we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do
- Tidy up and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a safe and secure learning environment.

We do not use or threaten to use any form of corporal punishment.

The ways in which this school encourages good behaviour.

Low-level behaviour management strategies	Positive strategies that are used
The look!	Non-verbal approval
Proximity	Verbal approval/acknowledgement
Refocusing/diversions	Smiley face/stars/housepoints
Simple directions	Certificates given in class / weekly assembly
Rule reminders	Send to colleagues for praise
Avoidance of the word 'No'	Send to Head Teacher for praise
Non-verbal signs	Sharing of success with parents
Giving a choice	Commendations
Giving a warning of a consequence	Chesed awards
In-class 'time out'	Caught Being Good cards
Out-of-class 'time out'	Head Teachers' Tea Party

Some of the ways in which this school encourages respect for others:

- Circle work – developing “language of feelings”
- Role-play listening skills
- Sharing skills – “news”
- Conflict resolution skills
- Learning and practicing Jewish values (see appendix 2)

Unacceptable behaviour at this school

We divide unacceptable behaviour into three broad levels:

Level One: Misbehaviour that can be effectively managed within a classroom environment by the class teacher.

Level Two: More serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Head Teacher/ Key Stage Co-ordinators.

Level Three: Very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Head Teacher and parents. Additionally, outside agencies may also become involved and a record will be held on the pupil's educational file. All serious incidents of Level Three behaviour will be recorded on an Incident Report Form [see Appendix 3] so that actions taken after the occurrence of the incident are noted. This alerts the Head Teacher and Governors should further incidents occur, as well as act as a record to provide a basis for assessing further actions required by the implementation of the Behaviour Policy. All serious Level Three incidents that may result in further action shall be

discussed between the Head Teacher and the designated Governor (Vice Chairman) responsible for monitoring of the Behaviour Policy. The Early Years Co-ordinator is responsible for the behaviour in the EYU.

Unacceptable behaviour described

Level One	Level Two	Level Three
Not on task	Persistence of Level One	Persistence of Level Two
Disrupting another child, chatting in class	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction, interruption	Refusal to work	Vandalism of school building, property
Answering back	Defiance	Stealing/intent to steal (persistent)
Not taking instruction	Deliberate destruction of another child's piece of work	Repeated incidents of bullying [see Anti-Bullying Policy – Appendix 1]
Telling lies/getting others into trouble	Minor vandalism	Persistent bad language and verbal abuse
Verbal abuse, minor bad language	Stealing/intent to steal	Violent hitting, kicking, fighting
Unsafe movement around the classroom/school	Direct verbal abuse/racial abuse	Aggressive violent behaviour, causing deliberate injury
Unsafe behaviour	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Careless damage	Isolated acts of violence – kicking, hitting, spitting, biting etc	Dangerous refusal to obey instruction
Destruction of property (first time)	Bullying, persistent name-calling	Leaving school premises without consent
Playtime incident (first occurrence)	Inappropriate behaviour	Persistent cyber bullying

Sanctions/strategies

Level One	Level Two	Level Three
The look!	"Time out" in the classroom	Head Teacher informed immediately
Repositioning of children	Stay in at breaktime (in a supervised area)	Formal chat with Head Teacher (child)
Peer reminders (used sensitively)	Taking work to finish at home	"Time out" with Head Teacher supervision
Reminder of Code of Conduct	Sharing of information with other staff	Parents invited into school for formal discussion with Head Teacher
Private discussion with child	Loss of privileges/choice of activity	Action plan agreed involving school and parents
	Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents, home/school report book introduced	Behaviour contract, supervised by Head Teacher
	Key Stage Co-ordinator informed	Internal exclusion
	Formal chat with Key Stage Co-ordinator	Involvement of other agencies
	'Time Out' with Key Stage Co-ordinator	Exclusion (see below)

Lunchtime/Morning and Afternoon Breaks

Teachers and/or other staff members will be required to make an entry in the Incident Book of any incidents of physical violence or Level Two or Level Three incidents that occur during breaktimes. The book is located in the Head Teacher's office. The Head Teacher will determine patterns of behaviour from the entries contained in this book and will use this information to characterize incidents at the appropriate level of severity. In the event of a Level Two or Level Three incident, the offending child will lose breaktime privileges for initially one day, followed by one week or by the child having to be taken off the premises during breaktimes by their parents.

Restraint

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Exclusions

In cases of persistent unacceptable behaviour (Level Three), and where the other sanctions/strategies listed above have been exhausted, an exclusion will be the final sanction [see Kerem School Exclusion Policy]. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered in consultation with the Governors. All fixed-term exclusions will be reported to the Governors. In the case where a child/children are found to have made malicious accusations against staff appropriate disciplinary steps will be taken in line with the school's Behavioural Policy. This may include exclusion/temporary exclusion.

Behaviour through the school

Our expectations for children change as the children mature and grow. Behavioural expectations required for their class/key stage are clearly explained and taught to the children in order for them to understand the expectations required of them.

Behavioural Special Needs

In the case of a child being identified as having "behavioural special needs", the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will still be acknowledged.

Reviewed February 2016. Next review February 2017.

Kerem School Anti-Bullying Policy

Background information

Bullying is conduct intended to cause hurt, either physically or psychologically, which is unprovoked and which continues over a long period of time.

It may be further defined as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal or physical abuse, and could also include racial, religious, cultural, sexual/sexist, homophobic, disability, special educational needs and cyber (social websites, mobile phones, text messages, photographs and email) bullying. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of bullying in causing psychological damage and even self-harm.

This school has regard to the DfE advice (2014) "Preventing and tackling bullying."

Bullying, to a greater or lesser extent, goes on in every school. However, the way it is dealt with can make a huge difference to the victim's life. Bullying is not just a physical assault. It can include:

- name calling, malicious gossip and laughing at someone's misfortune;
- deliberate social exclusion;
- threats, extortion and damage to property.

Research suggests that non-physical bullying is more common than physical bullying and that its effects can be more damaging to the victim.

Bullying is a common occurrence amongst most young people. It is carefully controlled by the bully as a means of validating their own self-image as powerful within their peer group. The victim's peer group is generally aware of the existence of bullying and does not like it. However, they generally lack the will, leadership or sense that a different style of social relationship is possible to do much about it (Stephenson and Smith, 1989).

About half of bullying incidents occur on a one-to-one basis. The other half involves larger groups. The playground is the most likely place for bullying to occur, although any unsupervised area e.g. classrooms, corridors, etc. are likely venues (Whitney and Smith, 1993).

Boys tend to adopt open or direct bullying approaches, e.g. threats, taunts, etc. whilst girls tend to adopt more indirect approaches, e.g. withdrawal of friendship, spreading rumours, etc. (Alimad and Smith, 1994)

The Kidscape Survey (1995) found that amongst 4000 five to sixteen year olds:

- 68% complained about being bullied
- 38% had been repeatedly bullied or had had a particularly terrifying bullying experience
- 8% of boys and 4% of girls were so chronically or severely bullied that it was seriously affecting their everyday lives.

Bullying has negative effects on both the bully and the victim.

Childhood bullies:

- are three times more likely to have a court conviction than non-bullies (Olweus, 1989).
- are more likely to become delinquents in later life (Lane, 1989).

The victim may suffer from:

- decreased self-esteem in the short term (Boulton and Smith, 1994)
- decreased self-esteem in later life (Olweus, 1993)
- greater difficulty in later life forming trusting relationships (Gilmartin, 1987)
- adult disturbance following peer rejection (Parker and Ashton, 1987)
- a lowering of ability to concentrate, solve problems and learn effectively (Turkel and Eth, 1990)
- suicidal tendencies (Smith and Share, 1994; Burnage Report, 1989)

The best approach to combat and prevent bullying is a whole school approach where the whole school community works together to eliminate bullying and acts to promote the school's Anti-Bullying Policy and procedures for its prevention (Robinson and Maines, 1994)

Kerem School has adopted the "no blame" approach as a proven anti-bullying strategy. This approach:

- protects the victim from further bullying,
- changes the bully's behaviour and
- encourages empathy, shared responsibility and problem solving.
- raises awareness of staff through training, so that the principles of this policy are understood and followed carefully to ensure bullying is dealt with appropriately.
- involves parents in making sure pupils are clear about their part they can play in preventing bullying, including when they find themselves as bystanders.

This policy can be found on the website and parents and children are asked to sign our home-school agreement. At Kerem we foster and create an environment of good behaviour and respect, with staff and older pupils setting helpful examples.

Please make reference to the Internet/E-Safety policy for details on preventing cyber-bullying.

The "no blame" approach

When bullying has been observed or reported, the "no blame" approach offers a simple seven-step procedure, which can be adopted by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole, and variations may undermine the success of the method. The steps are summarised below:

Step one – talk with the victim

When the facilitator finds out that bullying has occurred, he/she starts by talking to the victim. During this conversation the facilitator encourages the victim to describe how he/she feels with reflective comments such as, "That must be very hard for you", and "So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the victim wants to include evidence in the account this is always reframed to establish the resulting distress. For example, a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to".

It is important that the victim understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained, the victim usually feels safe, and relieved that something is being done. He may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the conversation by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group.
- Asking the victim to suggest the names of those involved, as well as the names of some colluders or observers and some friends who will make up the group.
- Inviting the victim to produce a piece of writing or a picture which will illustrate his unhappiness.
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present his own account, as it is possible that he will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the victim. A group of six to eight works well.

This is an opportunity for the facilitator to use her judgment to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

Step three – explain the problem

The facilitator starts by telling the group that she has a problem - she is worried about "John" who is having a very hard time at the moment. She recounts the story of the victim's unhappiness and uses the piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- No-one is in trouble or going to be punished
- There is a joint responsibility to help John to be happy and safe
- The group has been convened to help solve the problem.

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of John's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. He/she makes positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. He/she thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with each student, including the victim, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about his contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

This approach empowers people to be nice, modelling non-bullying rather than bullying behaviour, protecting the victim from revenge attacks by putting a support group around him/her and destabilising/eradicating the bully's power base by getting coerced individuals to sign up to be nice to the victim. Therefore the victim benefits, not only from the cessation of the bullying behaviour, but also from the support of peers and previous bullies.

Cyber-bullying

We take incidents of cyber-bullying very seriously. Refer to ICT Policy.

Reporting Bullying

- **All incidents of bullying, including cyber bullying and bullying outside the school must be recorded in the school's incident book.**

- **A bullying incident should be treated as a child protection concern and therefore reported to a Child Protection Officer.**
- **Any action taken in response to a reported bullying incident must be noted and the outcome recorded in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.**
- **The Child Protection Officer, together with Head Teacher will decide whether a bullying issue needs to be reported to external agencies (such as police/social services). The decision will be based on the frequency and severity of the case.**

Appendix 2

Developing proactive approaches to tackling bullying through the curriculum

The Personal, Social, Health and Citizenship Education (PHSCE) curriculum

Not all of PHSCE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHCE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - www.nc.uk.net.

Key Stage 1

The PSHCE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- Realise that people and other living things have needs, and that they have responsibilities to meet them(How they affect other people)
- Make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying - that there are different types, that it is wrong, and how to get help to deal with bullying.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening and group work, and to explore situations and emotions within the English curriculum.

Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc

- Dance activities. Use dance to express and communicate ideas and feelings. Also, include dance across the ages and different cultures to explore differences.

ICT

- How to find information. Look for information about emotional health and wellbeing.

Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Also try using [Welltown](#), (on www.wiredforhealth.gov.uk) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

Key Stage 2

The PSHCE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

ICT

- How to find information. Find and retrieve information about mental health.

PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about. Also try using [Galaxy-H](#), (on www.wiredforhealth.gov.uk) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

Name of Pupil.....**Class**.....

Names of any other pupils involved:

Names of any witnesses:

Description of the incident:

Date and time of incident:

Date of incident:

Date incident reported:

Time of incident:

Time incident reported:

Location of incident:

[please give precise details]

Action taken thus far:

Did the incident include any of the following:

[please tick all that apply]

- Racist abuse/harassment
- Disability abuse/harassment
- Other abuse/harassment
- Threatening language/ Intimidation
- Physical abuse
- Damage to property
- Misuse of internet/e-mail [cyber bullying]

- Sexist abuse/harassment
- Threatening behaviour
- Verbal abuse [please specify]
-
- Theft
- Constant low level disruption
- Defiance/refusal to co-operate

Name of person completing this form: _____ Date: _____

Kerem School Behaviour Management

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Action Taken

Referred to:

- Class teacher [date: _____]
- Head of Key Stage [date: _____]
- SENCO [date: _____]
- Deputy Head Teacher [date: _____]
- Head Teacher [date: _____]
- Other [please state] _____ [date: _____]

Details of contact made with parents/carers [please also indicate whether contact was by email/letter/telephone/other.]

_____ [date: _____]
_____ [date: _____]

Details of any external bodies contacted:

_____ [date: _____]

Details of any other actions taken [e.g. pupil search]:

_____ [date: _____]

Other notes/comments:

Please attach copies of any correspondence/information/statements/evidence.



KEREM SCHOOL

3. THE PUPILS

I will:

- Be on time for school and bring everything I need
- Do homework and classwork as well as I can
- Behave nicely and be kind
- Wear my uniform and look tidy
- Keep school and class rules
- Be polite and helpful to everyone
- Tell the teacher if anything is worrying me
- Look after things in school and always tidy up
- Go to bed at sensible times during the school week
- Play sensibly at breaktimes and help others enjoy playtime

Child's signature _____
(KSI)

Home School Agreement (KS1)

for _____ *Pupil's Name*

Kerem School aims to:

- Provide a stimulating learning environment where a broad, balanced and rigorous curriculum is offered
- Develop self disciplined and independent learners with a focus on achievement
- Provide a high standard of primary education within an atmosphere of Torah learning and practice
- Develop a love and commitment to orthodox Judaism
- Promote an enthusiasm for and intensify the practice of Judaism through partnership between home and school
- Instil a love of Medinat Yisrael and Am Yisrael
- Foster a sense of responsibility to the wider Jewish community
- Nurture polite, respectful and disciplined citizens
- Teach children to be considerate and have concern for the welfare of themselves and others

AGREEMENT

Parents'
Signatures _____

1. THE PARENTS

I/We shall:

- See that our child attends school regularly, punctually and properly equipped, with personal items clearly labelled
- Ensure our child wears correct uniform
- Advise the school about any absence and not withdraw my child from any lessons in the course of the school day except for urgent medical appointments.
- Support the school values and guidelines of behaviour and help them abide by them
- Encourage a positive attitude towards school
- Attend parents' evenings and discussions about my child's progress and welfare
- Inform the school about any factors, including medical information which might affect my child's work, behaviour or wellbeing
- Consult the school if worried or considering a referral to an outside agency and share any reports as soon as possible
- Support the Jewish ethos of Kerem School (eg ensuring kashrut at parties, wearing of kippa on school site)
- Support my child in homework and other opportunities for home learning
- Help the school to promote high standards of personal and social behaviour (eg consideration for others, giving tsedaka, not dropping litter)
- Take part in the safety rota and turn up for duties
- Avoid taking my child out of school in term time for holidays or family events.
- To ensure that my child goes to bed at a reasonable time.
- To ensure that my child uses the internet responsibly.

2. THE SCHOOL will:

- promote a love of and commitment to orthodox Judaism
- provide a broad and balanced curriculum
- inform you annually about the year's curriculum and the educational targets which have been set
- inform you about developments in the curriculum
- arrange parents' evenings during which progress will be discussed
- keep you informed about school matters, events and other school activities
- contact you if there are concerns about your child's work, behaviour or welfare
- discuss and aim to resolve any differences in opinion
- show respect for each pupil in the school and people in the wider community
- set high standards of work and behaviour
- endeavour to enable your child to reach his/her potential
- set, mark and monitor homework

The Staff of Kerem School

3. THE PUPILS

I will:

- Aim to be punctual and bring all the necessary equipment to school
- Do homework and classwork as well as I can and finish these on time
- Take responsibility for my behaviour
- Wear the correct uniform, look tidy and be organised
- Respect and obey school and class rules
- Be polite and helpful to staff, parents and other children
- Tell the teacher if anything is worrying me
- Take good care of school equipment and do my best to keep the school free from litter and damage
- Respect other people's property
- Go to bed at sensible times during the school week
- Play sensibly at breaktimes and help others have an enjoyable playtime

Child's signature (KS2)_____



KEREM SCHOOL

Home School Agreement (KS2)

for _____

Pupil's Name

Kerem School aims to:

- Provide a stimulating learning environment where a broad, balanced and rigorous curriculum is offered
- Develop self disciplined and independent learners with a focus on achievement
- Provide a high standard of primary education within an atmosphere of Torah learning and practice
- Develop a love and commitment to orthodox Judaism
- Promote an enthusiasm for and intensify the practice of Judaism through partnership between home and school
- Instil a love of Medinat Yisrael and Am Yisrael
- Foster a sense of responsibility to the wider Jewish community
- Nurture polite, respectful and disciplined citizens
- Teach children to be considerate and have concern for the welfare of themselves and others

AGREEMENT

1. THE PARENTS

I/We shall:

- See that our child attends school regularly, punctually and properly equipped, with personal items clearly labelled
- Ensure our child wears correct uniform
- Advise the school about any absence and not withdraw my child from any lessons in the course of the school day except for urgent medical appointments.
- Support the school values and guidelines of behaviour and help them abide by them
- Encourage a positive attitude towards school
- Attend parents' evenings and discussions about my child's progress and welfare
- Inform the school about any factors, including medical information which might affect my child's work, behaviour or wellbeing
- Consult the school if worried or considering a referral to an outside agency and share any reports as soon as possible
- Support the Jewish ethos of Kerem School (eg ensuring kashrut at parties, wearing of kippa on school site)
- Support my child in homework and other opportunities for home learning
- Help the school to promote high standards of personal and social behaviour (eg consideration for others, giving tzedaka, not dropping litter)
- Take part in the safety rota and turn up for duties
- Avoid taking my child out of school in term time for holidays or family events.
- To ensure that my child goes to bed at a reasonable time.
- To ensure that my child uses the internet responsibly.

Parents' Signatures _____

2. THE SCHOOL will:

- promote a love of and commitment to orthodox Judaism
- provide a broad and balanced curriculum
- inform you annually about the year's curriculum and the educational targets which have been set
- inform you about developments in the curriculum
- arrange parents' evenings during which progress will be discussed
- keep you informed about school matters, events and other school activities
- contact you if there are concerns about your child's work, behaviour or welfare
- discuss and aim to resolve any differences in opinion
- show respect for each pupil in the school and people in the wider community
- set high standards of work and behaviour
- endeavour to enable your child to reach his/her potential
- set, mark and monitor homework

The Staff of Kerem School

KEREM EARLY YEARS UNIT

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This is the Deputy Head (Pastoral).

Statement of Intent

The Kerem Early Years Unit Behaviour Management Policy is underpinned by Torah and British values of respect, care and concern for others. We believe that children flourish best when their personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for their behaviour and when we work in partnership with parents.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the rights of others. In order to do this, all members of the school community need to work together.

Staff and Governors	Children	Parents
To lead by example	To support and care for each other	To be aware of the school's values and expectations
To be consistent in dealing with children	To respect each other's property and play	To support the values and expectations of the school
To encourage the aims and values of the school among the children	To listen to others and respect their opinions	To ensure that children arrive on time each day and are collected at the correct time
To have high expectations of the children	To take responsibility for their own actions and behaviour within their developmental stage	To keep children at home when they are ill
To meet the developmental, educational, social and behavioural needs of the children	To do as instructed by all members of staff (teaching and non-teaching)	To provide the school with a written explanation of the reason for any absence
To provide an appropriate curriculum		To provide the school with emergency contact numbers

Code of Conduct

All members of the school community are expected to adhere to the following:

- Consideration, courtesy and sensitivity in inter-personal relations. This is particularly emphasised in the polite way children and adults talk and listen.
- Respect and care for each other means that co-operative and pleasant behaviour is expected throughout the day. Offensive behaviour, including rudeness, bullying or teasing is unacceptable.
- Physical contact, which causes harm, such as biting, pinching, smacking, pushing or fighting is not allowed.
- Everyone is expected to move around the building and in classrooms in an orderly manner and sit when eating and drinking.
- Respect for the environment includes care for individual's property and resources within the EYU as well as the building and grounds.
- Ensuring that only kosher food, either certified as kosher or listed as approved in the United Synagogue Kashrut Guide, and nut-free, is brought onto the premises.
- We do not use or threaten any form of corporal punishment.

Methods

The named person is required to:

- keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- access relevant sources of expertise on promoting positive behaviour
- ensure that staff have relevant training on promoting positive behaviour and keep a record of attendance at this training.

We recognise that the ways in which people interact with other people vary between cultures, and we require staff to respect the diversity within the members of the setting.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by the class teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inappropriate behaviour

- We require all staff to use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We do not use language which takes away the child's self-esteem or labels them e.g. naughty, silly.
- We refer to the action rather than the child.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcome of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves as a punishment.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We remove them gently from the area of conflict.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children aged three to five years in the EYFS

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

- Common inconsiderate or hurtful behaviour of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- The named person for Behaviour is Jill Redhouse.

Aggression in Fantasy play

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; but this behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We ensure that the children's play has agreed boundaries to ensure acceptable behaviour and that children are not physically or emotionally hurt.
- We use these opportunities to explore concepts of right and wrong, encourage empathy and strategies for conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- We will calm them down and offer them explanations and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Reviewed July 2016

Next review July 2017