



## KEREM SCHOOL (INCLUDING EARLY YEARS UNIT)

### Behaviour Policy

#### Promoting Positive Behaviour

As a Jewish school, this policy has been written with social Jewish ethics as our guiding principle. 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)”.

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 Teacher's 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 behavior in the EYU.

### **Unacceptable behaviour described**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
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**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
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.

### **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**

The named person for 'behaviour' in the Main School is Avital Fisher

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.

Behavior expectations are displayed clearly in every classroom. A 3-warning system is used and the consequences of poor behavior are clearly displayed in the classroom.

We have a **zero tolerance** approach to any form of violence and the consequence of violent behavior is 'time amount' commensurate with the age of the child.

### **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.

### **Early Years Foundation Stage**

The named person for "behaviour" in the Early Years Unit is Sarah Brand (see EYU's Behaviour Policy below).

Reviewed January 2018. Next review January 2019