



Shalom Noam Primary School

Behaviour and Discipline Policy

September 2023

Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
11/9/2023	23/9/2024	Mrs Posen	Mrs Nahva Rose

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

At Shalom Noam, we are blessed to have generally very good behaviour. Our children have a good attitude to learning and generally treat their peers with kindness and respect. However, this policy is designed to deal with the instances when behaviour is not exemplary as it should be.

At Shalom Noam we are committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect and every child can reach their potential. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We consider it integral to the nature of the school that learning developmentally appropriate behaviour patterns is integrated directly with the children learning about *middos* (positive character traits), *Torah* values and *mitzvos* (Jewish religious obligations).

We also believe that all adults involved in the school community have a duty to act as role models to the children with regard to their behaviour. We value our parents, staff, governors and trustees as valuable partners and stakeholders and consequently strive to ensure that all our communications between all members of the school community reflect *derech erez* (positive personal behaviour), politeness and respect.

The school expects every member of the school community to behave in a considerate way towards others.

In applying this policy, the school will take into account its duties under the Equality Act 2010. It will also take into account the needs of students with special educational needs. The school will also have regard to its legal duties in respect of safeguarding and in respect of pupils with special educational needs (SEN) (see also the Schools policies for safeguarding and SEN).

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This government has provided guidance on [Behaviour and Discipline in Schools](#) (February 2014) and the school has had regard to that guidance in preparing this policy. Note also that the Education (Independent School Standards) (England) Regulations 2010, as part of improving spiritual, moral, social and cultural (SMSC) development requires that schools “encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.”

We are aware that during a school inspection the inspection team will make a judgement on behaviour and attitudes by evaluating whether:

- we have high expectations of pupils behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
 - have a positive attitude to their education;
 - are committed to their learning;
 - know how to study;
 - are resilient to setbacks;
 - take pride in their achievements;
 - attendance and punctuality is good.
- the relationships between pupils and school personnel reflects a positive and respectful culture;
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated;
- school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)

We have in place a sensory room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school staff can take individual children or groups of children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

Our school rewards good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. At the same time, where the behaviour of pupils is contrary to expected behaviour (see appendix 1) teachers are given the power to discipline pupils for misbehaviour.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead. Staff are trained according to the PREVENT strategy.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We as a school community have a commitment to promote equality and aim to do so according to the Equality Act 2010.

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We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure every child feels safe and happy in school and can thrive and reach their potential.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Shalom Noam Primary School Principles

These principles are applicable to all the children in our school and underpin our reward and sanction systems. In keeping with our ethos, the rules are displayed in English and supported by statements from *Chazal*.

- Help to make our school a happy place for everyone
(פרקי אבות פרק א משנה יב) ... אוהב את הבריות...
- Work to the best of our ability at all times
הוא היה אומר, אם אין אני לי מי לי, וכשאני לעצמי מה אני, ואם לא עכשיו אימתי. (פרקי אבות פרק א משנה יד)
- Be kind, honest and helpful
...והווי מקבל את כל האדם בסבר פנים יפות. (פרקי אבות פרק א משנה טו)
- Be a good friend and respect the differences, feelings and points of view of others
אמר רבי עקיבא – ואהבת לרעך כמוך – זה כלל גדול בתורה. (מדרש)
- Keep our school clean and tidy and take care of our property and that of others
והייתם נקים מה' ומישראל. (במדבר לב כב)

The school also seeks to promote good behaviour in accordance with fundamental British values. These include:

- Encouraging our students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Encouraging respect for other people
- Respect for themselves and the right of individual liberty
- Understanding the importance of Rule of Law
- Know that we are all special
- Understand and respect the roles of those who help us
- Treat everyone equally
- Understand right from wrong

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- Respect others' ideas and opinions
- Try and help and care for each other

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school staff know they can take individual children to the Sensory Room to talk about their concerns or worries or just to calm them down if something has upset or angered them or refer the child to the school counsellor.
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;

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- work with the School Council and school personnel:
 - to create a set of school rules that will encourage good behaviour and respect for others;
 - to annually discuss what are our expectations of behaviour towards each other by considering the following:
 - Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
 - How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
 - How well do we promote a range of positive character traits among pupils?
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- have in place the following health and safety control measures:
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies
 - their role in safeguarding and child protection
- monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- Induction
Ensure staff receive an adequate induction covering the behaviour policy.

Role of School Staff

All the staff at our school have a central role in the children's spiritual, moral, social and cultural (SMSC) development just as they do in their academic development. In the same way that academic progress is important, it is important to us that children feel safe and happy in school and can thrive. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Shalom Noam we work towards unifying standards of behaviour based on the *Torah* codes of honesty, respect, consideration and responsibility. We recognise that consistency in approach is key to success. We also understand that when children misbehave, they may be sad, upset or stressed. Class teachers/Teaching assistants will try and understand what may be upsetting a child by talking to them and giving them time to explore their feelings. They may discuss if the child wants to see the school counsellor or go to the Sensory Room for time-out.

All members of staff (teaching and non-teaching) are expected to have a thorough knowledge of our expectations and the reward/ sanction systems and aim to apply them fairly and consistently. Members of staff are also expected to operate professionally when establishing a pupil's reason for misbehaviour, and it is necessary to consider the possible causes of the behaviour in order to treat the cause and not the symptom. Therefore, staff will treat incidents individually whilst maintaining the inherent structure of the rewards and sanctions systems.

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To ensure staff can carry out their role, they will be supported by the school in managing the behaviour of pupils.

School staff will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- follow the behavior system of the school
- display the behavior system in their classrooms;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the sensory room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community
- Ensure new children are aware of the behaviour system

Our system is designed to be supportive of school staff so they can teach. Staff have the initial responsibility of implementing the system. Once the child reaches 'stormcloud', this indicates behaviour requiring intervention and a member of SLT will step in and support the class teacher and the child.

If SLT are struggling to understand and support a child's behaviour, we will seek advice from the SENCo and/or outside agencies when appropriate. The Chair of Governors will be informed (without names) to ensure due process is being followed at bi-weekly meetings or through a phone call.

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

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- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- liaise with the school council and make suggestions about improving school behaviour;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents are also expected to play a vital role in supporting and helping us to implement good behaviour patterns in their children and to this end we work in partnership with them:

- Staff are expected to give regular feedback to parents regarding student behaviour, both positive on good and improving behaviour, as well as information about any behaviour that is causing concern.
- In turn, we ask for appropriate feedback from our parents, in order to ascertain if there are any underlying causes from outside of school which might be affecting their child's behaviour.
- In all cases we expect parents to work with staff in a cooperative way to agree an approach to managing their child's behaviour and, once agreed, to support the staff in that approach.

We value this partnership as it helps children to make progress with regard to their interactions in all areas of their experience.

In this way we work towards maintaining a consistent high standard of behaviour from all the children at our school so that all children can feel safe.

Sanctions and Rewards

We aim to reward positive rather than emphasize negative attitudes to behaviour and work. For the majority of children this approach will work; sanctions should be needed only for a minority of children.

In order to praise children and reinforce good behaviour we have a positive reward system that runs throughout the school. As with the rules there are some rewards that are class specific and others that are whole school rewards. These include:

- Immediate specific verbal praise with positive body language
- Showing work to / telling another member of staff
- Showing work to / telling the Headteacher/Head of Kodesh
- Sending a note home or a phone call to a parent
- Stickers, smiley faces or stars, to reward children and encourage good behaviour and academic effort. Teachers use these positively – once given, rewards will NOT be removed subsequently for unacceptable behaviour.
- Reward cards where children collect stickers, smiley faces and stars. When the card is full, they can take their card home with an accompanying letter for their parents informing them about the achievement.
- Marble Jar: As a whole class reward for good behaviour children can collect marbles to fill a jar in their classroom. When pre-determined levels are reached the whole class receive a prize e.g. an outing
- Star of the Week: two weekly awards per class, one from the Kodesh teacher and one from the Chol teacher to reward good behaviour, work and effort presented in Shabbos Assembly
- Headteacher Stickers: for good work given when the class teacher sends children to the Headteacher/Head of Kodesh to show a piece of work

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- House points: The school operates a House Point system.
- Some teachers have their own systems within their classrooms alongside this school system

Children gain house points for a range of positive behaviours. The House Point scores are read out in assembly every week and the winning team is rewarded at the end of the term.

Strategies for Addressing Misbehaviour

The school recognises the importance of a consistent, fair and clear approach to managing behaviour. We require all staff to use positive strategies for handling any unacceptable 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 aim to avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. When children behave in inconsiderate ways, staff should help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

Nevertheless, where it is appropriate, staff can discipline pupils whose conduct falls below the standard which could reasonably be 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.

The law provides that the punishment must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must also be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Teachers also have the power to discipline pupils for misbehaving outside the school premises during school hours such as on school trips.

The governments guidance in [Behaviour and Discipline in Schools](#) (February 2014) sets out more detail regarding how the law applies.

The sanctions that can be applied

Examples of how staff should deal with different types of bad behaviour, including the appropriate stages of intervention as outlined in Appendix 1 will be followed to allow pupils time to change their behaviour. Sanctions will vary according to the nature and/or frequency of the unacceptable behaviour or offence. Sanctions may also vary according to the age of the pupils and any other special circumstances that affect that pupil.

Some sanctions may be used in combination. Behaviour that is of concern should be entered on CPOMS. Only the Head Teacher has authority to exclude a child from school either on a temporary or permanent basis.

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Staff should expect to adopt sanctions starting with Step 1 and if this does not result in the pupil's behaviour improving over time then their response should be to progress to the next steps as appropriate. However, in some cases where the behaviour is more serious it may be appropriate to adopt the measures in the Steps 2 – 4 at an earlier stage:

The Use of Reasonable Force

We never use physical punishment, such as smacking or shaking. Children are also never threatened with these.

We use physical restraint, such as holding, only to prevent physical injury to him/herself, other children or adults and/or damage to property and, in certain cases, to maintain good order and discipline in the classroom. The actions that we take are in line with government guidelines on the restraint of children, [The Use of Reasonable Force](#) (July 2013). Specific staff have been trained in this area.

In the case of such an event, teachers must report the following information to the Headteacher:

- what happened
- the date and time of the incident
- what action was taken and by whom
- the names of witnesses

The details are recorded on CPOMS. The child's parents should be informed on the same day, in writing (which may be by email). If it is felt necessary we will ask parents to attend a meeting with the Headteacher, and the member of staff present at the incident will also be at this meeting. The child's parent will be asked to sign the incident book at the end of the meeting as a record that the incident has been fully explained and that the child's parents know that their child was involved in the incident.

The SENCO will work with the Class teacher in order to help implement an individual programme of behaviour management if deemed necessary and we may use the assistance of external agencies to advise staff regarding strategies for improved behaviour management.

Searching a child

If we were concerned that a child may be in possession of an illegal or dangerous item, we would follow the guidance in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Child on child abuse

To prevent child on child abuse, we:

- Run Personal Safety workshops annually with regular refreshers during which we explain that harassment of any kind will not be tolerated and there are no excuses.
- We empower children to SAY NO. Children know the three rules that keep them safe-say no! Run away! Tell an adult.
- Encourage the children to talk to a trusted adult if they have any concerns
- Have regular PSHE sessions
- Have assemblies about personal safety
- Have the option of Place to Talk where children can refer themselves to a school counsellor.
- Encourage staff to look out for children and talk to them if they seem sad or concerned. We have a period of soft entry in the morning to encourage staff to interact with the children and see how they are.
- We maintain an attitude of 'it can happen here' and have the required procedures in place should it occur.

Exclusion

We hope to avoid any exclusions. Where it has not been possible for a child, with support, to achieve an acceptable improvement in challenging behaviour, and that behaviour remains unacceptable, creating severe disruption and / or health and safety issues for other members of the school community, temporary and / or permanent exclusion may have to be considered.

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The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, which can be for up to 5 days. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Governing Body has been notified. Only the Head Teacher has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. A child can be excluded with immediate effect if they pose a danger to themselves or others.

If the Head Teacher excludes a child, the parents should be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body will consider the exclusion if it is permanent and must consider any representations made by the parents. The governing body can either uphold the exclusion or direct reinstatement. The governing body decision will be given in writing with reasons and without delay.

Where the governing body has upheld the decision of the Head Teacher to exclude, an application for review of the decision can be made within 15 school days from the date on which notice in writing of the decision was given to the parents. The governing body will set out details of whom the application must be sent to and the right for parents to request a special educational needs expert at any such review. Parents will also be informed of their right to bring an Equality Act claim for discrimination to the First Tier Tribunal or to the County Court.

Although the guidance does not apply to independent schools, the School will seek to have regard to and follow the guidance on exclusions given by the government, which is currently set out in [Exclusion from maintained schools, academies and pupil referral units in England](#) (Statutory Guidance, June 2012).

Other Useful Documents

- [Behaviour and discipline in schools](#) (Departmental Advice, February 2014)
(Advice for headteachers and school staff)
- [Getting the simple things right: Charlie Taylor's Behaviour Checklist](#) (DfE Checklist, October 2011)
(Checklist of actions to encourage good conduct in pupils created by Charlie Taylor, the government's expert adviser on behaviour.)
- [Use of reasonable force](#) (Departmental Advice, July 2013)
(Advice to clarify the use of force in schools for governing bodies, headteachers and school staff.)
- [Preventing bullying](#) (Departmental advice, various dates)
(A number of documents giving advice on preventing and responding to bullying)
- [Exclusion from maintained schools, academies and pupil referral units in England](#) (Statutory Guidance, June 2012)
(Guidance on the exclusion of pupils from local-authority maintained schools, academies and pupil referral units)

Special Education Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ and an Individual Behaviour Plan will be formed in agreement with the child, their parents and the relevant school staff.

The procedure will be clearly explained to all those who might have contact with the child in school. Children with SEN can be excluded if deemed a danger to themselves or others.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly assembly with Sun certificates, stars of the week etc. Regular praise and encouragement is part of the school ethos.

EYFS – Nursery and Reception

The children within the Early Years setting are still learning how to work with and get along with each other and are finding out what is acceptable and what is not. We are tolerant and patient when helping the children get on with each other and work closely together with parents to help encourage positive behaviour. We promote a few rules to help the classroom run smoothly and give clear boundaries for the children:

- Keep your hands and feet to yourself.
- Speak kindly to others.
- Sit quietly and listen when a teacher is talking or reading a story.
- Use the books and resources sensibly, taking care to look after them.
- Take turns and share.
- Walk calmly. No running.
- Use the toilets sensibly.

Discipline operates in the first instance through reward, praise, stickers and certificates. These procedures promote a child's confidence and self-esteem. The Behaviour System will be introduced once the teacher decides the class are ready to understand and apply the concepts.

It is the responsibility of the class teacher to manage a child's behaviour in line with the school's Behaviour System. Minor matters will normally be dealt with by expression of disapproval, children will be reminded of the class rules and asked to apologise to the person he/she has wronged. Children may, at the discretion of the class teacher, be asked to sit for a few minutes and have time out for thinking.

In cases of extreme behaviour/incidents, SLT will be called, and the child placed in the s <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> storm-cloud category. In cases of extremely poor behaviour, children who do not respond to the above procedures will be sent to the Head of Early Years and if there is still no improvement to the Deputy or Head Teacher. We will consult with the parents and try to find the root of the problem and its solution with parental co-operation.

Parents will be informed if children show a prolonged tendency to be aggressive, to be disruptive, to show little respect for others and in cases of bullying which will be dealt with swiftly in line with the school's Anti-Bullying Policy.

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

Incidents

- All incidents of bad behaviour are recorded on CPOMS and the relevant staff alerted.

Training

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupil support programmes
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion

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- Pupils at risk of disaffection
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children and parents about safeguarding. We maintain an attitude of , 'it does happen here'.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.








The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Headteacher:	<i>Closer</i>	Date:	September 2023
Chair of Governing Body:	<i>M Rose</i>	Date:	September 2023

Shalom Noam Primary School

Appendix 1 – Shalom Noam Behaviour System

Children generally move up and down the system in increments of 1 step. If there was an issue of serious concern, a child can be moved straight to storm cloud.

	<u>Behaviour</u>	<u>Reward/Consequence</u>
3 Sun 	<ul style="list-style-type: none"> Outstanding effort. Outstanding behaviour, kindness, care, concern, respect and tolerance. 	<ul style="list-style-type: none"> Sent to SLT-name inscribed in Sun Book. Certificate in assembly. Name in newsletter. Given a lanyard to wear
2 Marble Jar 	<ul style="list-style-type: none"> Continued star pupil behaviour such as: continued effort, kindness, respect, concentration etc 	<ul style="list-style-type: none"> A marble is placed in the jar. A collective reward to be decided with the class in an age appropriate manner.
1 Star Pupil 	<ul style="list-style-type: none"> General positive classroom behaviour and effort Helping friends Following instructions Sharing Concentrating Respect and tolerance 	<ul style="list-style-type: none"> Children who reach this will be given (KS1) five House Points and a sticker. KS2-10 House points. House Points can still be used for any other good behaviour/effort across the school. The winning team at end of each term to be rewarded.
	All children's names are on the Palm Tree. Maintaining steady, positive behaviour and remaining on the Palm Tree is praiseworthy.	
1 Cloud 	<ul style="list-style-type: none"> Calling out/ Minor disruptions in class/assembly Interfering with others' work Delaying beginning of a task Rolling eyes, answering back Low level teasing Playing in toilets Running in the school Playing/ not lining up after the bell Taking others' property Misuse of school property Being unkind to other pupils 	<ol style="list-style-type: none"> Verbal warning. Adult to reinforce what is appropriate behaviour Miss 5 minutes of break.
2 Raincloud 	<ul style="list-style-type: none"> Persistent cloud behaviour Offensive language Deliberately annoying other Defiance Pushing or jumping on the stairs/corridors Inappropriate behaviour in toilets Ignoring adult's instructions Deliberately interfering with another child's play Lying Deliberate minor aggression 	<ol style="list-style-type: none"> Teacher warns child and reinforces expected behaviour. Teacher contacts parents via email, phone call or letter home. Written apology expected to be handed to teacher the next morning. If this is not done, child to be kept in at lunchbreak until written apology complete. <p>Recorded on CPOMS</p>
3 Storm Cloud 	<ul style="list-style-type: none"> Persistent raincloud misbehaviour Deliberately leaving the classroom without permission Persistent misuse of toilets Persistent behaviour that disrupts the learning of the class Any form of harassment or child on child abuse Verbal abuse/swearing to teachers or other children Deliberately damaging school property Persistent bullying Fighting Harming other children Dangerous behaviour, e.g., throwing objects 	<ol style="list-style-type: none"> SLT involvement. Child to complete a think sheet. Contact with parents. <p>Record incident in Storm cloud book and write up incident on CPOMS.</p> <p>Pupil behaviour plan/ Risk assessment may be required</p> <p>If a child is judged to be a danger to him/herself or others or there is significant cause for concern such as child on child abuse, exclusion is at the discretion of the Headteacher. This may take the form of:</p> <ol style="list-style-type: none"> Exclusion of 1 – 5 days Fixed term exclusion up to 45 days. Permanent exclusion.