

Shalom Noam Primary School

Behaviour Management and Discipline Policy

August 2020

Please note that the use of the word 'Parent' in this document implies 'Parent/Carer'. All the School policies mentioned in this document can be obtained on request to the Headteacher

**‘A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.’**

Behaviour and Discipline in Schools (DfE February 2014)

**Introduction**

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. 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 eretz* (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).

This government has provided guidance on [Behaviour and Discipline in Schools](https://www.gov.uk/government/publications/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.

**Our Approach**

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 falls below the standards we expect of members of our school, teachers are given the power to discipline pupils for misbehaviour.

- 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 we measure academic progress and development over time towards academic goals, we measure standards of behaviour in terms of meeting behavioural goals. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At 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.

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.

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

 - Parents

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 expect 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.

**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

הוי מתלמידיו של אהרן, אוהב שלום ורודף שלום, אוהב את הבריות... (פרקי אבות פרק א משנה יב)

* 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

...והוי 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

**Role of Staff, Parents and Pupils**

Everybody in the school has their role to play in ensuring there are high standards of behaviour:

**Headteacher**

* To set out measures which aim to (1) promote good behaviour, self-discipline and respect, (2) prevent bullying and (3) ensure that pupils complete assigned work and which (4) regulate the conduct of pupils
* To implement the school Behaviour Management and Discipline Policy consistently throughout the school
* To report to Governing Body on the effectiveness of the policy
* To set the standards of behavior expected of pupils and to determine the school rules and any disciplinary penalties for breaking the rules.
* To support staff in the implementation of the policy.
* To give fixed-term suspensions to individual children for serious acts of misbehaviour.

**Staff**

* To follow and apply the Behaviour Management and Discipline Policy
* To be aware of the Code of Conduct
* To be fair and consistent
* To develop an effective working atmosphere
* To consider whether behavior under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or whether there may be unmet educational or other needs. (Note also the Safeguarding Policy and Special Educational Needs Policy)

**Parent**

* To be aware of Code of Conduct
* To co-operate with school
* To ensure children's regular attendance and punctuality
* To encourage their children to show respect and support the school’s authority to discipline children.
* To support the children in ensuring homework is completed.

**Children**

* To move in an orderly manner around school
* To show respect for people and property
* To demonstrate appropriate levels of concentration and self-discipline
* To take responsibility for their own actions
* To co-operate with and respond to the school’s Code of Conduct
* To be polite, considerate and caring

**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
* Extended play times: as a whole class reward for good behaviour by all the children in the class.
* House points: The school operates a House Point 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.

 - What the law allows

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 head Teacher;
* 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.

The governments guidance in [Behaviour and Discipline in Schools](https://www.gov.uk/government/publications/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. All behaviours resulting in an action from step 2 or above should be recorded in the class or playground incident books in a timely fashion. Only the Head Teacher has authority to exclude a child from school either on a temporary or permanent basis.

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](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) (July 2013).

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 in the incident book and in the child's personal file. 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.

**Special Educational 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.

**Exclusions**

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**. We do not wish to exclude any child from school, but sometimes this may be necessary.**

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](file:///C%3A%5CUsers%5Clazarusk%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C31MD08I0%5Cguidance%20on%20the%20exclusion%20of%20pupils%20from%20local-authority%20maintained%20schools%2C%20academies%20and%20pupil%20referral%20units) (Statutory Guidance, June 2012).

**Other Useful Documents**

* [Behaviour and discipline in schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf) (Departmental Advice, February 2014)

(Advice for headteachers and school staff)

* [Getting the simple things right: Charlie Taylor’s Behaviour Checklist](https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers) (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](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) (Departmental Advice, July 2013)

(Advice to clarify the use of force in schools for governing bodies, headteachers and school staff.)

* [Preventing bullying](https://www.gov.uk/government/publications/preventing-and-tackling-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](file:///C%3A%5CUsers%5Clazarusk%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C31MD08I0%5Cguidance%20on%20the%20exclusion%20of%20pupils%20from%20local-authority%20maintained%20schools%2C%20academies%20and%20pupil%20referral%20units) (Statutory Guidance, June 2012)

(Guidance on the exclusion of pupils from local-authority maintained schools, academies and pupil referral units)

**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 teaching staff will record the event in the Specific Incident file. 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.

**Policy reviewed: September 2020**

Signature of Head Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Chair of Governors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This policy will be reviewed every year, or earlier if the need arises.

**Appendix 1 – Shalom Noam Behaviour System**

|  |  |  |
| --- | --- | --- |
|  | **Behaviour** | **Reward/Consequence** |
| **3** Sun | -Outstanding effort.-Outstanding behaviour, kindness, care, concern, respect and tolerance. | -Sent to SLT-name inscribed in Sun Book. Certificate in assembly.Name in newsletter.Name on Sunshine wall display. |
| **2** Marble Jar | -Continued star pupil behaviour such as: continued effort, kindness, respect, concentration etc. | -A marble is placed in the jar. A collective reward to be decided with the class in an age appropriate manner. |
| **1** Star Pupil | -General positive classroom behaviour and effort-Helping friends-Following instructions-sharing-Concentrating-Respect and tolerance | * 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 | * 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
 | 1. Verbal warning. Adult to reinforce what is appropriate behaviour
2. Miss 5 minutes of break.
 |
| **2**Raincloud | **-** Persistent cloud behaviour - Offensive language- Deliberately annoying others- 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  | 1. Teacher warns child and reinforces expected behaviour.2. Teacher contacts parents via email, phone call or letter home.3. 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.**Recorded in classroom or playground incident book** |
| **3** Storm Cloud | * Persistent raincloud misbehaviour
* Deliberately leaving the classroom without permission
* Persistent misuse of toilets
* Verbal abuse/swearing to teachers or other children
* Deliberately damaging school property
* Persistent bullying
* Fighting
* Harming other children
* Dangerous behaviour, e.g., throwing objects
 | 1. Letter home to parents
2. SLT involvement. Thinking sheet to be completed with member of SLT. Think sheets.
3. Immediate contact with parents.

**Record incident in Storm cloud book.Think Sheets to be sent to Mrs Aremband once completed at home.****All emails or Contact with parents kept on file****Pupil behaviour plan/ Risk assessment may be required****If a child is judged to be a danger to him/herself or others, exclusion is at the discretion of the Headteacher. This may take the form of:** **1. Exclusion of 1 – 5 days****2. Fixed term exclusion up to 45 days.****3. Permanent exclusion.** |

**Appendix 2**

**CODE OF CONDUCT**

**Do’s of the playground**

* **Do** look after the younger children
* **Do** pick up litter
* **Do** stand quietly after the bell and walk into school
* **Do** play safely and treat each other with kindness and consideration
* **Do** let everyone join in
* **Do** walk away from trouble and tell an adult
* **Do** use the bathroom if you need to
* **Do not** carry or pick up other children

**Do’s of the classroom**

* **Do** be punctual
* **Do** use your manners
* **Do** put your hand up
* **Do** listen to the teacher and one another
* **Do** your best
* **Do** tidy up
* **Do** remember homework
* **Do** talk quietly
* **Do** bring PE kit in on correct days

**Do’s of the school areas**

* **Do** walk inside the school building
* **Do** look after school property
* **Do** respect all adults
* **Do** keep the school tidy
* **Do** hang up coats
* **Do** wear correct uniform
* **Do** make visitors welcome
* **Do** smile and be happy