



Yavneh Primary School
Behaviour Policy

Introduction

Yavneh Primary School is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. We believe that the *Yavneh Way* is to expect:

- Respect
- Kindness
- Politeness
- Courtesy

in every area of school life.

This concept of the *Yavneh Way* is formulated from our school motto and forms the basis of our ideas on appropriate pupil behaviour.

At Yavneh Primary School we are committed to ensuring that all pupils and staff are able to work together in a happy, calm and secure working environment without the fear of bullying or disruption. We recognise that the quality of personal and professional relationships within our school community has a direct impact on the quality of teaching and learning and ultimately on the academic achievement of all our pupils.

We recognise that as a staff we have a shared responsibility for helping to create, promote and sustain a happy and safe environment for all our pupils. We are committed to acknowledging and rewarding good behaviour; and to ensuring that unacceptable and inappropriate behaviour as defined by our school behaviour code is responded to according to guidelines supporting this policy.

Our school motto, *'olam chesed yibaneh – the world is built on kindness'* echoes this idea and everything for which Yavneh Primary School stands.

At Yavneh Primary School we endeavour to produce mature, caring, respectful, well-educated young people with a communal identity and a sense of responsibility. Pupils learn more in school than the subjects they are taught in the classroom. They learn from the example provided by each other, by staff, by the way the school is run, and the quality of relationships between its members. We recognise the importance of working in joint partnership with parents to achieve a common aim.

THE YAVNEH RULES

1. Treat everyone with **kindness** and **respect**.
2. Be helpful, **polite** and welcoming to everyone.
3. Try to do your best, whatever you are doing.
4. Be **courteous**, always walk quietly and sensibly around the school.

Aims:

At Yavneh Primary School, we wish to promote positive behaviour throughout the school. Through the promotion of positive behaviour we aim to:

- demonstrate attributes of fundamental British values and contribute fully to life in modern Britain
- progress and promote further achievement, both academically and socially
- enable children to develop self-esteem, respect of others, tolerance and compassion; regardless of age, disability, race, religion, or sexual orientation.
- promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community.
- encourage all members of the School community to take responsibility for the care and safety of others, their property and the environment
- develop a sense of right and wrong and the ability to accept responsibility as well as assert one's rights
- help all members of the School Community to accept and abide by our agreed rules.

School Expectations:

Pupils

To promote positive behaviour we expect pupils to:

- demonstrate good behaviour for learning
- be polite at all times
- walk in corridors quietly and with consideration for others
- be punctual and ready to benefit from the day ahead
- wear the correct school uniform, to look neat and be well-organised
- treat everyone with consideration, courtesy and respect at all times
- respect and observe the school guidelines
- complete the tasks set to the best of their ability including homework.
- take pride in and care of the school and to look after their belongings.
- take responsibility for their own behaviour.
- read and sign the home school agreement.

Pupils have an entitlement to:

- play happily without interference from others
- be accepted as an individual
- develop their academic, social and physical potential
- be treated and spoken to fairly and courteously by others
- have appropriate access to school facilities and equipment

All bullying, harassment or abuse will be dealt with promptly and appropriately by the school.

Staff

To promote positive behaviour Staff are committed to:

- be a positive role model
- treat children politely and fairly so they can learn to be fair and polite
- listen to all children
- recognise and value children's efforts and achievements
- ensure that pupils are clear about the reward systems for good behaviour and the sanctions for unacceptable behaviour
- address pupils in a reasonable tone of voice
- ensure the environment is safe and secure
- discuss a pupil's behaviour choices with him/her and take appropriate steps in line with the ethos and practices of the school
- take an interest in and encourage every pupil to strive for success

Staff have an entitlement to be:

- treated and spoken to courteously by others at all times
- able to perform duties without harmful or disruptive influences.

Parents

To promote positive behaviour we expect parents to:

- ensure that their child attends school everyday, is punctual and is properly equipped
- ensure that their child is in the best possible frame of mind for learning, e.g. by making sure that the child has enough sleep to be rested, ensuring they have had a nourishing breakfast
- explain to their child that they must value and respect all other children and all those that work in the school
- support the school rules in front of their child
- inform the school about any concerns or problems that might affect their child's work or behaviour
- attend parents' meetings and speak politely and courteously to staff at all times
- support the attendance, behaviour and homework policies of the School
- supporting the ethos and practices of the school
- to read the home school agreement with their child and sign it

Parents have an entitlement to be:

- treated and spoken to courteously by others
- attended to professionally, promptly and effectively, all phone calls and email messages to be responded to within 48 hours wherever possible.

Governors

The Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rewards and Sanctions

Rewards

At Yavneh Primary School we believe that building relationships and using rewards is essential in creating a productive learning environment.

Every class will have age appropriate reward systems in place to recognise when pupils are making the right choices individually and as a whole class.

Individual behaviour system

A 6 step ladder system is in place in every classroom.

At the beginning of everyday the pupils start with their name peg on 'ready to learn'.

Children who make good choices and behave well, move up the chart and are identified as role models and superheroes.

Children who make poor choices, disrupt learning and do not adhere to the Yavneh Way code of conduct, move their names down the chart. This could lead to time out and a consequence of the teacher's choice.

Whole class rewards

Every year group will have a whole class reward system. Children are expected to work together to gain their reward. E.g ladder of success, collecting petals on a flour, marbles or popcorn in a jar.

When the class complete their reward system, the children get to vote for the prize from a special menu.

KEY STAGE 2

In **Key Stage 2** pupils will be organised into houses and house points will be awarded for the following reasons:

- Excellent work
- Outstanding effort
- Being helpful to others including staff and pupils
- Improved work

Mitzvot (Good Deeds)

Doing Mitzvot is integral to how we lead our lives. At Yavneh Primary School we encourage our children to do mitzvot in school, at home and out in the community.

Doing a Mitzvah is recognised in the following ways;

Foundation Stage and Kitta Aleph : Pupils will be rewarded with a leaf to place on the school mitzvah tree.

Kitta Bet & Kitta Gimmel: 2 Pupils will be given a golden siddur to use in Teffilah the following week.

Tea With Me

Every week, 2 pupils from every class will be invited to have tea with Mrs Field.

Tea parties are hosted to reward the good choices children making at school and to encourage pupils to have a growth mind-set.

Sanctions

Only when all positive approaches have failed will sanctions be considered.

The chart below summarises what we deem to be low, medium, high and extreme level behaviour and the consequences that may be given for behaviour breaches.

Type of behaviour:	Description:	Consequences:
Low level behaviour (watch out) STEP 1	Not tidying away resources after use. Talking while the teacher is talking Inappropriate noises. Showing lack of respect to staff or each other. Eye rolling Inappropriate comments. Calling out Not following instructions. Slow starters. Commenting on other children's behaviour. Not lining up properly. Interrupting. Sulking. Not wearing correct school uniform. Antagonising other children. Running around the building. Ruining classroom displays Dropping litter	Move down class behaviour chart- one level to Watch out
Medium level (time out) STEP 2	Persistent low level disruption Ignoring a reasonable teacher instruction. Deliberately annoying others Discriminatory comments Name calling(mild) Dis-respecting school property Play fighting Not on task/following tasks set by teachers. Answering back Inappropriate behaviour in toilets	Pegs moved to 'Time Out' While on time out pupils will be asked to reflect on what they have done and how they can put it right. The adult and child would discuss this when time out has been completed. Where child has disrespected property or resources they will be expected to clean up, fix or replace resources. Time out in the playground will take place next to an adult and the class teacher should be informed and the peg moved down on the classroom chart
High level behaviour (teachers choice) STEP 3	Persistent medium Level behaviour Biting (EYFS/year1) Kicking (low level) Telling lies to staff Swearing/gestures Breach of e safety rules Walking away from staff	Peg moved to 'Teachers Choice' Complete a thinking sheet- copy to go in folder in slt behaviour folder. Record to be made on Sims. Parents to be informed.

	<p>Intimidating behaviour Threatening language Refusing to do a consequence/sanction Deliberately damaging school property (low level) Fighting Stealing (low level) Throwing objects at people Deliberately damaging displays Physical aggression to staff (low level) Kicking doors/walls Deliberately destroying someone else's work.</p>	<p>Write an apology or draw a picture for person they have upset Consequence will be given by the teacher. This can include; miss a full break or an activity which they enjoy Community service-KS2 Removal from class</p> <p>Persistent step 3 behaviour will result in an individual behaviour plan being written for the child</p>
<p>Extreme Level STEP 4</p>	<p>Persistent high level behaviour Carrying weapons Racist comments Bullying Cyber bullying- in or out of school Stealing (higher level) Damaging school property (high level) Leaving premises Physical aggression to staff (high level) Biting (year 2 upwards) Kicking (higher level) Scratching Threatening and abusive language. Sexualised behaviour Any extremely dangerous or threatening behaviour</p>	<p>Behaviour plan Taken to a member of the Senior Leadership Team Parents informed. Letter on Simms Internal exclusion External exclusion Work external agencies Risk assessment</p>

Exclusions

For extreme breaches of the code of conduct, the Headteacher reserves the right to exclude a pupil from school for one or more fixed term periods, up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. In all cases the Headteacher will follow the guidelines issued by the LA.

If the Headteacher excludes a pupil, they inform the Parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. All appeals need to be sent to the Exclusions Governor

The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher, however they will form a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Pupil restraint

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

This applies where a member of the staff of a school is: on the premises of the school; or elsewhere at a time when a member staff, has lawful control or charge of the pupil concerned.

Other agencies

Where appropriate, full use will be made of agencies such as Education Welfare, BINO, Norwood, Social Services, Health Services and Educational Psychologist services.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Class Teacher records minor classroom incidents. A record of any incident that occurs at break or lunchtimes is recorded by our staff in the Yellow Book. The Headteacher keeps a record of any pupil who is suspended for a fixed- term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor exclusions and to ensure that the school policy is administered fairly and consistently.

Named Behaviour Leader

The named behaviour leader in school is Caroline Field

Appendix 1

Yavneh Primary School Agreement

Governors' Statement:

Yavneh Primary School is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. We believe that the *Yavneh Way* is to demand:

- Respect
- Kindness
- Politeness
- Courtesy

in every area of school life.

This concept of the *Yavneh Way* is formulated from our school motto and forms the basis of our ideas on appropriate pupil behaviour.

The School

We will:

- Work towards every child achieving his or her full potential as a valued member of the school community.
- Promote high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Encourage and help children to respond and interact in a positive manner with peers and adults alike.
- Ensure that consequences for poor behaviour are fair and follow the school behaviour system.
- Establish well managed classrooms with well planned and prepared lessons and activities.
- Help children to feel secure and to develop a sense of belonging within the school thus developing a **positive ethos** throughout.
- Ensure each child's entitlement to a broad and balanced curriculum.
- Promote an active partnership with parents.
- Inform families of the broad curriculum areas to be covered each term.
- Hold regular consultation evenings to discuss each child's progress.
- Inform families of concerns or problems that affect their child's work or behaviour.
- Contact the family if there is a problem concerning a child's attendance, punctuality or equipment.
- Arrange a mutually convenient appointment should families wish to discuss their child.
- Set, mark and monitor class work and homework in accordance with the school's policies.

The Family

We will:

- Support the school in front of our child.
- Ensure our child attends school regularly, on time and properly equipped.
- Inform the school of the reasons for any absence.
- Support the school in maintaining good behaviour and discipline.
- Ensure our child arrives at school and is collected at the correct time.
- Ensure that no additional holidays are taken, in particular during SAT week.
- Attend all Parental Consultation Evenings and discussions about our child's progress.
- Notify the school of any change in circumstances which may affect our child's learning.
- Support the school and its policies.
- Arrange a mutually convenient appointment should we wish to discuss our child.
- Support our child in homework and other opportunities for home learning.
- Communicate with staff in a courteous manner at all times.
- Behave in an appropriate manner whilst on school property, on the telephone to staff and by email correspondence.
- Adhere to the ethos of the school.

Failure to do so will result in governors taking action as appropriate.

The Pupil

I will:

- Attend school regularly and on time.
- Bring all the equipment I need every day.
- Take responsibility for my own possessions.
- Wear the school uniform correctly and be tidy in appearance.
- Do all my class work and homework as well as I can.
- Conduct myself in an orderly manner and obey the school rules.
- Treat others with respect and be polite and helpful.
- Care for the school environment.
- Take newsletters and other communications home promptly.

Please read and discuss this with your child so that they fully understand their commitment.

Signatures:

Headteacher.....

Parent.....

Pupil (if appropriate).....

APPENDIX 2

Code of Conduct

Guidelines for the classroom

The class teachers are responsible for discussing class rules at the earliest possible opportunity in the Autumn term. The following are guidelines, which class rules should include:

We aim for all children in the classroom to have the right to learn and they should be allowed to do this without disruption from others. All children need to follow teacher's directions.

Each class should write their own set of classroom rules. These should be agreed by the children and displayed clearly in the classroom. These rules should be referred to when necessary.

Expected behaviours for the dining hall:

- Come to the dining hall quietly.
- Be polite to the dinner ladies and caretaker.
- Stay in your seat during lunch.
- Eat your lunch quietly and sensibly.
- Clear up and clean up your rubbish at the end of lunch.
- Ask permission from the teacher to leave the hall.

Expected behaviours for the playground:

- Be polite to the adults on duty.
- Be friendly and respect each other.
- Be a peacemaker.
- Play happily, safely and sensibly.
- keep the and playground tidy.
- When the first whistle or bell goes, freeze! When the second whistle goes, follow instructions.
- Try to solve disputes amicably. If differences can't be settled ask an adult for help.
- Walk quietly to your class.

APPENDIX 3

The following behaviours will be deemed more serious and there will be an automatic exclusion at the discretion of the Headteacher.

- ✓ Aggressive, physical or verbal *behaviour witnessed by an adult*

- ✓ Damage to school property.

This policy will be reviewed every one – two years or earlier if necessary.

Date: January 2019

Date of review: January 2021