

Yesoiday HaTorah Girls' Academy

Behaviour and Discipline Policy (Pupils)

Mrs Y Frankenhuis November 2023

Ratified Governors Meeting

Next review July 2024

Yesoiday HaTorah Girls' Academy

Behaviour and Discipline Policy

Yesoiday HaTorah Girls' Academy (YHGA) provides a pupil-focused education in the context of promoting pupil and staff well-being. A calm, orderly environment is essential if children are to learn most effectively. It is our responsibility to provide a positive environment so that children and teachers can make the most use of lesson time for the real purpose of education while all children's needs are met.

We, therefore, spend time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. Clear expectations are stated, and a consistent approach used at all times.

Within a climate of inclusion, some children may need an individualised approach to their specific behaviour needs, due to additional needs, such as SEN. We are committed to providing individualised intervention programs and support for each child with needs e.g. personalised behaviour plans, prepared in conjunction with internal teams such as SEN and Pastoral and external agencies. The importance of taking a multi-agency approach to behaviour management is essential.

Our purpose is:

- To improve and maintain levels of behaviour in all areas of school
- To provide numerous opportunities for recognising and reinforcing good behaviours.
- To provide a consistent approach in responding to challenging behaviour.
- To ensure that behaviour does not inhibit learning or impede potential.
- To help children be more understanding and aware of their needs and to take responsibility for their actions.
- To support all staff in dealing with behavioural challenges.
- To defuse any disruption as quickly as possible while maintaining the children's dignity and helping them learn from their experience to make better choices in the future.
- To enable children to internalise and grow from situations, not just to become compliant.
- Teach children to empathise, when appropriate, and be more aware of how their actions affect others.
- To try to raise levels of children's self-esteem.

Children's Rights

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome and safe
- To be treated with respect
- Not to be bullied – we maintain a zero-tolerance approach to bullying
- Not to be exposed to swear words
- To be safe and feel secure enough to express concerns to a staff member or place them into the Concern Box.

Positive approach

Our school's approach to behaviour is positive and supportive. We are a kind school, with a caring ethos, in which we pride ourselves. We aim to promote good behaviour through the teaching and modelling of expected behaviours and the reinforcement of these behaviours through positive recognition. We aim for sanctions to take the form of natural consequences, in which children are encouraged to reflect on their own behaviour and to understand the impact of any negative behaviours.

Whilst we understand that all our staff are hard-working educators, we know that dealing with challenging behaviours can be frustrating; however, a 'no shouting' policy is in operation, and shouting must not be used as a classroom management technique. All educators are advised and encouraged to work with the Behaviour Lead to strategise and liaise on all behaviour, culture and classroom management issues, including the needs of individual children.

Rules

We keep our school rules to a minimum. They have been developed to be meaningful to the children. The rules are designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, teach children to respect each other, care for equipment, and maintain a hygienic, healthy environment. Anti-social behaviour is not tolerated. With the support of the behaviour team, teachers and parents, we work together through discussion and action on any problems which develop.

Although classroom rules may vary slightly from class to class and may change slightly at different points during the year, but the following areas will always be included:

- Speak respectfully to adults and children.
- Show respect for each other's property and that of the school.
- Keep hands and feet to yourself.
- Ensure a respectful noise level in the classroom and when moving around the school.
- Keep safe across the school setting.

Respectful behaviours between pupils

All pupils have the right to feel safe and happy in school. We have a zero-tolerance policy toward any form of bullying. We teach and expect children to treat each other kindly and thoughtfully.

Preventing and responding to bullying incidents

The school expects a pro-active stance from all staff and provides a common definition of what bullying is. We have clear strategies in place for staff to use when supporting children who have been bullied or are bullying others.

The school aims to build a feeling of confidence in children and parents so that they know that all reports or suspicions of bullying will be investigated. The person being bullied might not report incidents, so the school needs to create a climate of trust where others feel comfortable to share concerns. Our school provides many opportunities for children to communicate and aims to allow children to have many people available for them to open up to.

The school aims to equip children with the skills, attitudes and values that will prepare them for adult life in line with the traits that we believe our faith is bringing us to obtain. Children who exhibit bullying behaviour may carry it into adult life.

Prevention of bullying

In order to avoid bullying the school aims to establish a positive approach to behaviour. Strategies may include:

- Setting rules, goals/targets
- Raising self esteem
- Helping children to recognise triggers and to avoid them
- Helping children to recognise their role in a situation and acknowledge responsibility and to apologise
- Teaching social skills, e.g. in class, in the playground, in the dinner hall
- Planned activities through our PSHE curriculum e.g. team building, circle time, assemblies, 'Treasure hunt' and other life skills lessons
- Concentrating on behaviour rather than the child. (e.g. not labelling children as 'naughty' or 'a bully' or 'scape-goat')
- Encouraging the feeling of 'belonging' to a community and using peer group pressure to actively discourage bullying

- Celebrating all achievements
- Training of staff as to how to deal effectively with reports of bullying and clarity of the process for follow-up
- Careful consideration of how adults in school talk to children
- Keeping up to date through professional training
- Working with parents, if necessary, to develop their understanding of bullying

The school works hard to ensure that all pupils know the difference between bullying and “falling out”. The Behaviour, SEN and Pastoral teams work with children who may encounter difficulties linked to social interaction. This involves talking to children, providing social interaction sessions with a designated teacher running friendship groups and supporting peer mediation.

Recording and reporting bullying

Bullying may be reported by a child, a parent or carer, or a member of staff. In some cases, a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by the behavioural lead. The following action should result:

- Discussion takes place in a quiet, safe place without distraction, as soon as possible. It is preferable that the teacher who receives the initial report is the one who pursues it in the first instance.
- No pre-judgement should be made. It is important to listen. The teacher should be as objective as possible to ensure fairness. Questions may not be prejudged by assumptions.
- Establish the whole story, including other children who may have been involved. To ensure accuracy, brief notes should be taken at the time using the language/words used by the child verbatim.
- Talk to all pupils who are involved, including any bystanders or colluders who joined in but did not initiate any bullying.
- Avoid allocation of blame but discuss responsibility and actions needed.
- Establish the long-term needs of all the children involved in an incident and put in place positive strategies. The Behaviour Lead, Pastoral Lead or SENCO may become involved and will support victims of bullying and those who take part in bullying; often social / emotional support is required.
- Inform parents of all children involved and discuss with them ways of supporting their child.
- Seek professional advice if appropriate.
- Ensure that the relevant teams are made aware of the incident.
- The Head teacher and other appropriate members of staff will monitor the situation closely afterwards. Records of bullying are kept during the child’s stay at the school.

- The school will fully investigate and act promptly in response to reports of bullying. The range of sanctions may include; discussions with parents and pupils, referral to senior staff, withdrawal of favoured activities, or exclusion.
- In extreme cases, and incidents that including the use of violence, the Head Teacher will consider exclusion from school as a sanction.
- If the bullying includes racist abuse the Head Teacher must be informed and the incident will be recorded in the racial incident file.
- The Governors will receive regular updates from the Head Teacher through the Head Teacher's termly report to governors. The Chair of Governors will be informed of any serious incidents of bullying.

Respectful movement around school

All movement in and around the school should be purposeful, and staff should ensure that all children are suitably supervised at all times, particularly going to or returning from the classroom e.g., break, ICT, PE etc. Children are expected to show kindness and respect towards each other and towards staff; they should hold doors to others, use kind words such as greetings and gratitude, and should always use a calm tone while they are in transition. No child should wander purposelessly or be left waiting outside of the classroom.

The admin and welfare staff (kitchen, caretakers, guards, cleaners etc.) will only be responsive to children who approach respectfully; otherwise, an immediate call to the behaviour team should take place, and the child will not be able to continue the conversation. Expectations of the behaviour of children sent with messages or to show good work should be clearly stated and frequently reinforced by the class teachers.

To maintain the children's safety, staff members patrol corridors during break time to ensure no child is left inside the building.

Playtime supervision

Breaks allows children an opportunity to play, exercise and socialise. However, since breaktime is designated for social interactions, there is also a high potential for social friction.

Teachers and teaching assistants are required to perform supervisory duties, including playtime supervision. Supply teachers are expected to be informed of their duty by the head of the HR department.

Staff on duty should be on the playground three to four minutes before the break begins. All staff should be fully aware of playtime procedures, rules, management and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to interact with the children whilst maintaining an overview of the area and spotting potential problems before they escalate.

Staff on duty should not use mobile phones during supervision, and staff are respectfully requested not to engage in long conversations.

The Behaviour Team and SLT are often out on the playground to support staff and children to promote safe play and positive learning environment.

Behaviour guidelines

Our restraint policy clearly defines what is and is not an acceptable practice, should physical intervention be required. Such intervention must be recorded and reported.

Emphasis must be placed on praise and reward. Children will achieve more, be further motivated, and participate more when staff commend and reward their successes rather than focus on their failures. Children will value prizes more when they come with specific recognition of observable behaviour (e.g. I can see you raised your hand before talking, well done!), and constructive feedback will be accepted better when given in a considerate tone.

Reinforcement has a motivational role, and it helps a child believe they are valued. It can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or groups; Children can earn it for the regular maintenance of good standards and particular achievements. Reinforcement comes in different forms and ways, E.g. Smilies, class points, phone calls home, sent to SLT for stickers etc.

Please consider each child's needs before applying reinforcements, as some children might find some reinforcements aversive and unpleasant. You are welcome to liaise with the behaviour lead/SENCO.

Consequences

We have an agreed system of consequences to teach children that safety and positivity are at top priority. Responses range from polite reminders to permanent exclusion and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially during teaching and learning time.
- Provide every opportunity for children to correct their behaviour, make sensible choices and prevent further sanctions from being applied.
- Allow early involvement of parents, line managers, SENCO, Pastoral and support agencies.
- Take all reasonable steps to avoid exclusion from school

The management system varies for KS1 and KS2, although the principles are the same. Having clear guidelines prevents the making of empty threats which are damaging to both the adults and children concerned. Teachers should give frequent reminders in the class of both negative and positive

consequences. Children are not to be sent outside the classroom to the corridor as it was mentioned that children must be supervised at all times. In order to regulate a child who has become dysregulated, structured 'time-out' can take place.

This system is in place for the majority of children. We encourage a readiness to be flexible and look for various strategies when a child cannot conform to the normally expected behaviour patterns. For more information, review the behaviour ladder for your class and discuss it with the behaviour team.

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour as such, all staff are expected to:

1. Create an engaging, stimulating and attractive classroom environment which relies upon and promotes reward and praise rather than criticism and sanctions.
2. Provide an orderly environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Ensure the children are clear on expectations and that work is differentiated accordingly. Differentiated work is expected in our school, and communication with SENCO and subject leads will support teachers in achieving the best results. Visual timetables or a daily breakdown are strongly encouraged as they are recognised to be excellent classroom management strategies.
5. Deliver lessons with excitement and interest.
6. Ensure that marking books never prioritises classroom management and lesson engagement, and teachers should not make children wait for their books to be marked by their desks.
7. Always ensure that incidents have been followed up.

Remember: Challenging behaviours are natural when children learn and test acceptable communication boundaries. Do not take challenging behaviour as a personal attack on yourself.

Remember to:

- Be a good role model
- Appear confident when you speak
- Give specific and clear instructions
- Set high standards
- Apply rules firmly and fairly
- Avoid confrontation
- Say it, mean it, do it
- Smile and relate
- Listen
- Stay calm
- Use humour

- Know the children as individuals
- Learn children's interests, strengths and weaknesses continuously
- Look out for good behaviour and praise quickly and consistently and be specific
- Praise the behaviour rather than the child

Staff avoid exposing pupils to negative experiences. Therefore, using sarcasm, ridicule and humiliation, which will destroy their self-esteem, is strictly unethical. We must support them with positive experiences which will build their self-esteem, provide them with practical tools for life and make their learning experience far more effective.

Our school takes pride in our inclusion ethos. Staff are always inclusive and supportive. Sayings such as 'this is my classroom, not yours', 'You don't belong here', 'look how others are better than you' are to be avoided at all cost.

It is essential to actively try to pre-empt situations wherever possible, e.g. if a teacher is absent, ensure that any child who reacts badly to change is informed that there will be a supply teacher and if necessary alternative arrangements should be made for that child.

Teachers should prepare separate workbooks for children who need to be placed elsewhere in case it is impossible to equip the child with the work being taught that lesson.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Overreact - the problem will grow
- Use blanket punishment - the innocent will resent you
- punish randomly – Use the system to know how to respond transparently

The success of the policy

The success of this policy will be judged according to:

- The environment is calmer during learning and playtime
- The anecdotal comments of the school community
- Feedback from pupils, parents and staff
- Significant reduction in challenging behaviour reports

Policy review

This policy will be reviewed annually during the summer term. It will be amended following a thorough discussion between all school community members, taking into account the success criteria described above.

Appendix 1

LOW LEVEL STRATEGIES

Choose to tactically ignore the behaviour

Decide what things can be ignored and when.

Use simple, brief directional statements or rule reminders

"Racheli... (pause), facing this way and listening. Thanks."

"Chaya... (pause), please remember that in our school we speak with respect"

Give non-verbal non-confrontational messages

Use direct rule statements – expect compliance

"Miri...(pause), Please remember our class rule for asking questions (raise your hand)... Thanks."

"Leah... (pause), Please remember that in our class we work calmly and quietly, so that we don't disturb others..."

Use "When... Then" directions

"When you choose to call out then I can't take your question."

"When the lesson is over then I will have some quiet time with you."

Appendix 2

MEDIUM LEVEL STRATEGIES

- **Use casual questions to refocus**

"Do you need a hand?"

"Remember, this needs to be finished before the end of class."

"Are you on target?"

- **Use distractions or diversions**

"Chani, can you show me your work please?"

"Devorah, can I see you over here a second please?"

- **Defuse low-level conflict with redirection**

The broken record approach can be a powerful message.

- **Use "double what" questioning.**

Teacher: "Aviva, you're out of your seat. What are you doing?"

Pupil: "Nothing."

Teacher: "What should you be doing?"

Pupil: "I don't know."

Teacher: "You are supposed to be finishing your diary. Choose to go back to work now, thanks. I'll come and check it in a minute."

- **Briefly take the student to one side or out of the room**
- **Use assertive "I..." Statements e.g. "I need you to..."**
- **Give simple realistic choices**

"If you choose to work loudly and disturb others at the table then you will be choosing to work over here."

Appendix 3

SCRIPTS

"I want to see everybody sitting properly." – leaves itself open to a wide variety of interpretations.

"I need to see everyone with their pen/pencil on the desk, hands on the desk, mouth closed and eyes on me." – is more likely to bring about desired response.

Instead of:

"Miriam, if you don't settle down to work then I'll send you to sit over there."

Use

"Miriam, if you choose not to settle down to your work, then you'll be choosing to sit over there."

"Maybe... and, Maybe... but"

1. "Aviva, facing this way and listening, thank you."

A. "But I was only talking about the work." (sigh)

T. "Maybe you were and/but I want you to face this way and listen; thank you."

If it persists:

T. "Aviva, if you choose to argue with me you're also choosing to stay back after class." Turn away (take up time) not adding heat to the argument.

Ignore some behaviour but at the same time praise students who are behaving well.

Re-affirming rule that is being broken:

"We've got a rule for asking questions, Shira, and I expect you to use it."

Give brief instruction

"Chaya, sit down, thank you."

Turn

"When...then." (links behaviour to outcome)

"When you talk loudly then I can't teach!"

"When you're in your seat then I'll check your work."

Remove them from their audience