Yesoiday HaTorah Girls' Academy

Behaviour and Personal Development Policy (Pupils)

Mrs Kada July 2026

Ratified Governors Meeting

Next review July 2027

Overview

Yesoiday HaTorah Girls' Academy "YHGA" is committed to the principle that in our school every child matters. The school 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 behavioural needs, due to additional needs arising from SEN and/or SEMH. 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 where appropriate, external agencies. The importance of taking a multi-agency approach to behaviour management is essential.

Our School Vision

1. To promote the individual personal development of each child in our school, through the development of life-skills including resilience, self-esteem, sense of responsibility and respect for all
2. To ensure that there are clearly defined opportunities for recognition and reinforcement of positive behaviours
3. To provide a consistent approach in our responses to any challenging behaviours, ensuring that children feel contained
4. To understand that any challenging behaviours come from a need and that that need should be met
5. To ensure the de-escalation of any challenging situations in a calm and respectful manner, whilst maintaining a child's dignity
6. To use restorative conversations to support positive teacher-pupil relationships, when dealing with any challenging behaviours
7. To support children in developing their awareness of their role in any challenging situation, enabling them to take responsibility for their actions and to understand how to make more positive choices in the future
8. To support children in developing empathy skills and being more aware of how their actions may impact others
9. To ensure that all pupils feel safe and happy in our school and understand how to communicate any concerns

10. To ensure a holistic approach to the needs of each individual child, recognising the whole child (social, academic, emotional and physical), through collaborative teamwork.

11. To ensure that all staff feel supported with behaviour management in all areas of school

Implementation of our vision

Aim: To promote the individual personal development of each child in our school, through the development of life-skills including resilience, self-esteem, sense of responsibility and respect for all

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. The consequences applied are always in the best interest of the child.

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 strategize and liaise on all behaviour, culture and classroom management issues, including the needs of individual children.

Our PSHE curriculum is interwoven with our whole-school curriculum and our Behaviour Policy. This ensures that children are immersed in learning key life skills to promote their personal development and support their long-term learning of positive behaviours.

Expectations of our pupils

We have established clear school expectations. These expectations have been carefully crafted to be meaningful and relevant to our pupils. The expectations are designed to keep children safe, promote personal development and good manners (middos) and foster a culture of respect for all. With the support of the behaviour team, teachers and parents, we work together through discussion and action on any challenges which may develop.

Our non-negotiable expectations should include:

- Speaking respectfully to all adults and children.
- Showing respect for each other's property and that of the school.
- Keeping hands and feet to yourself.
- Ensuring a respectful noise level in the classroom and when moving around the school.
- Keeping safe and calm movement across the school setting.

- Using lanyards when leaving the classroom

Expectations of our staff:

To ensure a positive environment in our school, we expect staff to role model expected behaviours including to:

- Look out for good behaviour and praise quickly and consistently and be specific
- Actively listen
- Give specific and clear instructions
- Set high standards
- Apply rules consistently and fairly
- Say it, mean it, do it
- Smile and relate
- Stay calm when being challenged
- Avoid confrontation
- Use humour
- Know the children as individuals
- Learn children's interests, strengths and weaknesses continuously
- Praise the behaviour rather than the child
- Display mutual respect

Aim: To ensure that there are clearly defined opportunities for recognition and reinforcement of positive behaviours

<u>Positive reinforcement</u>

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 points /tokens / prizes more when they come with specific recognition of observable behaviour (e.g. “I can see you raised your hand before talking, well done”).

We welcome and encourage teachers' creativity and ideas when it comes to implementing positive reinforcement strategies. Reinforcement has a motivational role, and it helps a child believe they are valued. It can be delivered in a number of ways:

- Formally or informally
- Publicly or privately
- Individually or to groups
- For regular maintenance of good standards or particular achievements
- Recognition board

Reinforcement comes in different forms and ways:

- Every class should have a clear visible display of recognition such as a Recognition Board
- Class points and/or individual charts
- Phone calls home

- Showing work to SLT and/or Behaviour Lead
- Weekly merits
- Notes home
- Classroom visit from Headteacher

We consider each child's needs before applying reinforcements, as some children might find some reinforcements aversive and unpleasant. Staff are welcome to liaise with the Behaviour Lead and/or SENCO or Pastoral Lead for guidance.

Aim: To provide a consistent approach in our responses to any challenging behaviours, ensuring that children feel contained

Our school is committed to always have best interest of the child. We aim to create a predictable and secure environment, where children understand expectations and consequences. This approach helps children feel emotionally contained, even during challenging moments, promoting a sense of safety and supporting positive behaviour change. This will include:

- A gradual response to challenging behaviours, following our Behaviour Ladder i.e. reminders, reflection sheets, child on report, phone call home (see attached appendix 1). Children are not to be sent outside the classroom to the corridor, as they must be supervised at all times.
- Clear whole school behaviour expectations, which are regularly rehearsed with the children.
- Consistency and fairness in responding to any challenging behaviours e.g. address a low-level behaviour with a low-level response.
- Minimising of disruption to others, especially during teaching and learning time.
- Avoiding empty threats of consequences that are not followed through.

Aim: To understand that any challenging behaviours come from a need and that that need should be met

We recognize that challenging behaviours generally stem from unmet needs. Our approach is to look beyond the behaviour itself and try to understand the underlying causes. Staff are trained to identify potential triggers and unmet needs, such as emotional, social, or learning difficulties. We work collaboratively with the child, parents, SEN and Pastoral teams in order to find the right strategies to support the child needs.

Challenging behaviours are natural when children learn and test acceptable communication boundaries. A challenging behaviour is not a personal attack.

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

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
- **Use sarcasm** – it damages relationships.

It is essential to actively try to pre-empt situations wherever possible, e.g. if a teacher is absent, we ensure that any child who might find changes a challenge 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.

In the event of a high-level behaviour leading to suspension and/or exclusion the school will follow the relevant policy.

Aim: To ensure the de-escalation of any challenging situations in a calm and respectful manner, whilst maintaining a child's dignity

Teachers are trained to avoid confrontation and recognise that children need additional personal space, whilst they are de-escalating and addressing a challenging behaviour. Teachers should use a calm tone of voice and be aware of any body language that may appear confrontational. They work with the child and not against them.

Aim: To use restorative conversations to support positive teacher-pupil relationships, when dealing with any challenging behaviours

Aim: To support children in developing their awareness of their role in any challenging situation, enabling them to take responsibility for their actions and to understand how to make more positive choices in the future

In our School we use the restorative approach for managing behaviour. These restorative conversations provide an opportunity for children to reflect on their actions, understand the impact of their behaviour on others, and collaboratively find ways which will promote better behaviour.

Teachers are trained to facilitate these discussions in a calm, non-judgmental manner, focusing on rebuilding and strengthening relationships. By using this approach, we aim to maintain positive teacher-pupil relationships fostering a supportive and understanding school environment.

Questions for a restorative conversation include:

1. What did I do wrong?
2. How do I feel about it?
3. Who might have been affected by my choices?
4. What could I do different next time?
5. Hoe can I rectify?

Aim: To support children in developing empathy skills and being more aware of how their actions may impact others

Aim: To ensure that all pupils feel safe and happy in our school and understand how to communicate any concerns

All pupils have the right to feel safe and happy in school.

Calm and safe 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 for a specific purpose.

Any child leaving the classroom should be wearing a purple or yellow lanyard, indicating that they have been given permission to leave the classroom.

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. If staff members cannot do their duty or will be late, they must inform HR.

Staff on duty should be on the playground three to four minutes before the break begins. Staff receiving training on playtime procedures, expectations, 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 conversations.

Children may not enter the building during breaktimes.

Preventing and responding to bullying incidents

We have a zero-tolerance policy toward any form of bullying. We teach and expect children to treat each other kindly and thoughtfully. We actively teach the children the during our school's annual Anti-Bullying Week.

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
- Our PSHE curriculum e.g. our Relationship' Projects, circle time, assemblies, special PSHE day activities and extra-curricular events
- Concentrating on the 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
- We encourage teachers to build strong relationships with students so children feel safe to discuss any concerns they may have.

The school works to ensure that all pupils know the difference between bullying and "falling out", with a whole-school definition as to what bullying is. 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. Children are given various opportunities to report a concern i.e. teachers, designated senior members of staff and the worry box.

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.

- Record details of incidents on CPOMs.

- 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.

The Behaviour Team and SLT are often out on the playground to support staff and children to promote safe play and positive environment. In addition, children have different opportunities to share concerns, including designated members of staff to speak to and the 'worry box'.

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.

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.

Aim: To ensure a holistic approach to the needs of each individual child, recognising the whole child (social, academic, emotional and physical), through collaborative teamwork.

- Facilitate early involvement of parents, behaviour team, SENCO, Pastoral, line managers and where appropriate support agencies.

We encourage flexibility and the ability to look at various strategies to ensure that a child needs are met holistically.

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

Level	Type	Description	Example
Low	Pre-Correction	pre-empt. A reminder of the expected behaviour for different situations/events.	At the beginning of PE lesson review how to be safe during the lesson
Low:	Behaviour Specific Praise	A verbal or non-verbal expression of approval used to identify and promote respectful behaviours	Verbal: "Rikki, great job walking into the classroom quietly." Non-verbal: Staff gives Rikki a thumb-up
Low	Planned to ignore	Planning to withhold your attention following a specific behaviour	You can ignore Dassi if she blurts out in class, but as soon as she raises her hand, you can respond with, "Thank you for raising your hand to get my attention!"
Low	Eye Contact	Making an eye contact with a child who is engaging in situationally inappropriate behaviour	While Miri had an exciting chat with Yael, I gazed at her, signalling that this was inappropriate behaviour during the class activity
Low	Simple directional statements	Use simple, brief directional	"Racheli… (pause),

		statements or rule reminders	facing this way and listening. Thanks."
Low	Non-verbal signals	Give non-verbal non-confrontational messages	stop hand sign
Medium	Casual questions	Use casual questions to refocus	"Do you need a hand?" "Remember, this needs to be finished before the end of class."
Medium	Distractions/Diversions	Use distractions or diversions	"Chani, can you show me your work please?" "Devorah, can I see you over here a second please?"
Medium	Change in seating	Remove a child from a preferred location, interrupt peer interactions, or provide a momentary break	"Tzippy, unfortunately, you can no longer sit there, as it seems very difficult to be there and pay attention to the lesson. Can you think of a different place you would like to sit?"
Medium	Warning	An expression of disapproval used to discourage the problem behaviour	"Michal, in our class we speak calmly. If you continue to

			raise your voice, you will have to move to a different seat."
Medium	Provide Choices	Statement of two alternatives - the preferred or desired behaviour and a less preferred choice	"Mimi, you are asked to get on-task and begin your work, or you can finish this task later today during our special activity."
Medium	Proximity Control	Strategic placement movement by the teacher to encourage positive behaviour	When Sara is off task, the teacher continues to teach while moving toward Sara or standing next to her
High	Positive call home	Providing children with an option for a positive phone call home	"Hello Mrs Cohen, I am calling to share some Nachas. Orly had an amazing day today; she completed her project throughout the lesson..."
High	Re-Teaching	Reviewing and practising the expected behaviour	Students return to class to practice proper transition procedures when needed

High	Give the pupil a responsibility	Give the child responsibility for the class activities	Take register, pass out papers, troubleshoot technology
High	Restorative Practice	Problem-solving opportunity when behaviour is more frequent or intense	"Basya, several times today, I have reminded you about being on task. What do you think happened there? Let's practice..."
High	Allow room for regulation	When a child is having a meltdown, allow them to regulate in a designated area	"Chani, please get up and go to the safe room; once you are calm, we will have a chance to solve the problem!"
High	Call for support	When child is at meltdown stage, call for support or contact behaviour team/SEN/SLT	

Appendix 2

Additional Scripts and Techniques:

Less Effective vs More Effective Instructions:

"I want to see everybody sitting properly." vs "I need to see everyone with their pen/pencil on the desk, hands on the desk, mouth closed and eyes on me."

Using "Maybe" to De-escalate:

Teacher: "Aviva, facing this way and listening, thank you."

Student: "But I was only talking about the work."

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

When-Then Statements: "When you are talking it disturbs others to listen!"

Additional Techniques:

1. Reward around the student (praise others showing desired behaviour)
2. Brief removal from audience when necessary
3. Ask for clarification when child is upset
4. Use assertive "I" statements
5. Defuse low-level conflict with redirection
6. Take child aside briefly when needed

Appendix 3- Child on report

Session/day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:20						
break						
10:35-12:00						
Lunch break						
13:00-15:00						
break						
15:10-16:15						

Appendix 4 – Reflection Sheets

Name: _____ Date _____

Class: _____

Your choices have led to you being sent to another class for _____ mins. Please fill in this sheet to help you think about your choices and then complete the classwork that you have been given. After that, I am looking forward to having you back in class for a fresh start and we will talk about this sheet at the end of the lesson.

1. What did I do that was wrong?

Not being on task ☐ **Being disrespectful** ☐ **Not following instructions** ☐

Pushing or hitting ☐ **Calling out** ☐ **Other** ☐

_____

2. What are my feelings about my behaviour?



Happy **Worried** **Sad** **Confused** **Regretful** **Angry**

3. Who might have been affected by my choices?

_____

_____

4. What could I do differently next time?

_____

_____

5. What might help me do this?

_____

_____

Name: _____ Date _____

Class: _____

Your choices have led to you being sent to another class for _____ mins. Please fill in this sheet to help you think about your choices and then complete the classwork that you have been given. After that, I am looking forward to having you back in class for a fresh start and we will talk about this sheet at the end of the lesson.

6. What did I do that was wrong?

_____

7. What are my feelings about my behaviour?



Happy Worried Sad Confused Regretful Angry

8. Who might have been affected by my choices?

_____

_____

9. What could I do differently next time?

_____

_____

10. What might help me do this?

_____

_____

Appendix 5

YHS Behaviour Ladder

Celebrating Success 3

Positive classroom incentives – **termly** (class party, trip to park etc.)

Celebrating Success 2

Positive classroom incentives – **weekly**, e.g. notes, merits, phone calls home, show work to SLT, copy work to take home, celebration of work wall, Golden Time

Celebrating Success 1

Positive classroom incentives - **daily** acknowledgements (compliments related to a particular aspect of learning or behavioural choice, class points, sticker charts, wall of fame e.g. initials on board for good, star of the day, note home etc) Consider **part** of a reward as a way to build for children who have excelled for very small part of the day, but who would find success through whole day challenging.



Positive Classroom Environment
Meet and greet, positive non-work based interaction (try 5 children per day), lots of general positive interactions picking out the children that are making good choices or making an effort with individual targets. Keep negative interactions to a minimum and the general classroom atmosphere calm and respectful. Remember as Rebbes/Teachers we are the role models.

In Class Step 1

In-class sanctions (1) – reminders of expected behaviour using positive language. ("Our rule is that we… please choose to follow it). Class rules should be on display and should have been agreed with class

In Class Step 2

In-class sanctions (2) – second warning (visual and verbal) + reminders of expected behaviour using positive language. ("I notice that you are having trouble… our class rule is that we… please choose to follow it. Remember last week when you did … that is who I need to see today"). Consider moving child to a separate or different place in class as a strategy to refocus, or suggest that work will be sent home or done at a different time in the day.

In Class Step 3

In-class sanctions (3) – 2 warnings/reminders (e.g. at red on traffic lights) = send to another class with record/reflection sheet - to be handed into the behaviour team. **Remember to follow-up on reflection sheet with a two-minute conversation at the end of the lesson**. See example questions below. Consider consequences e.g. child to miss five minutes of Golden Time.

In Class Step 4

In-class sanction (4) - When a child has been sent out of class with a reflection sheet twice in one week, the Rebbe/teacher should make a low-level phone call home e.g. "X seems to be a bit unsettled this week and has been sent out of class twice this week for... we have tried to support X by giving ... Please could you discuss with him/her." Please keep a dated record of the discussion.

Out Of Class Intervention

Behaviour team follow up - 3 reflection sheets in 2 weeks to be followed with a phone call home by a member of the behaviour team, and a discussion with the child, teacher and a member of the behaviour team (using the above questions). Behaviour team to make SLT aware. This will involve additional low-level behaviour strategies being put in place e.g. home-link books. This is the beginning of a behaviour plan.

Out Of Class Intervention

Behaviour team follow up - repetition within the next two week period, SLT to be made aware, a further phone call home and the child on report for 5 days (this will give a microscopic look at where the problems are arising in order to help the child). Behaviour team to feedback to Rebbe/teacher and behaviour plan put in place. Rebbe Dayan/Mrs Frankenhuis will be responsible for issuing and monitoring the reports.

Higher Level Intervention
Individual behaviour plan in place monitored by behaviour team and SLT.