



Noam Primary School

Behaviour Management and Discipline Policy

November 2016

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 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 erez* (positive personal behaviour), politeness and respect.

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

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

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

the lives of those living and working in the locality in which the school is situated and to society more widely.”

Our Approach

Our school rewards good behaviour, as it believes 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 appropriate 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.

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)

Parents

- To sign the Home/School Agreement
- 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 schools authority to discipline children.

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.

The school operates a Caught Being Good (CBG) system. CBG coins will be issued by members of staff to children who are caught following the class and school rules. A child cannot lose a CBG coin once it has been awarded.

- The children will collect the coins and every fortnight they will have the opportunity of using their coins to buy a prize of their choice.

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. In general behaviour outside of the school will not be a matter requiring the school to discipline the child but this may be appropriate where the behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Where punishment for misbehaviour is required in these cases staff may use the same measures as are available for misbehaviour that takes place on the school premises.

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

- The sanctions that can be applied

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

Some sanctions may be used in combination. 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:

	Verbal Warning	In class punishment
	Minutes off break	Written apology
	SMT involvement	Thinking Sheet
	Parent involvement	Out of class punishment
	Exclusion	Expulsion

The Use of Reasonable Force

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

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

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 for an act of severe danger.

If the Head Teacher excludes a child, the parents should be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

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

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

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

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

Other Useful Documents

- [Behaviour and discipline in schools](#) (Departmental Advice, February 2014) (Advice for headteachers and school staff)
- [Getting the simple things right: Charlie Taylor's Behaviour Checklist](#) (DfE Checklist, October 2011)

(Checklist of actions to encourage good conduct in pupils created by Charlie Taylor, the government's expert adviser on behaviour.)

- [Use of reasonable force](#) (Departmental Advice, July 2013)
(Advice to clarify the use of force in schools for governing bodies, headteachers and school staff.)
- [Preventing bullying](#) (Departmental advice, various dates)
(A number of documents giving advice on preventing and responding to bullying)
- [Exclusion from maintained schools, academies and pupil referral units in England](#) (Statutory Guidance, June 2012)
(Guidance on the exclusion of pupils from local-authority maintained schools, academies and pupil referral units)

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.
- Walk around the classrooms.
- 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.
- 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.

It is the responsibility of the class teacher to manage a child's behaviour in line with the school's Behaviour Policy. 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.

If a repeated pattern of unacceptable behaviour is noticed the child will be put on a behaviour chart (only if he/she understands the concept of it). His/her behaviour will be monitored closely and awarded a sticker for positive behaviour at each session. The chart will serve as a record for staff also.

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: November 2016

Signature of Head Teacher_____

Signature of Chair of Governors_____

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

Appendix 1 – Stages of Intervention

<u>Step number</u>	<u>Behaviour</u>	<u>Consequence</u>
1	<ul style="list-style-type: none"> - Calling out/ Minor disruptions in class/assembly - Interfering with others' work - Delaying beginning of a task - Rolling eyes, answering back - Low level teasing - Playing in toilets - Running in the school - Playing/ not lining up after the bell - Taking others' property - Misuse of school property - Being unkind to other pupils 	<ol style="list-style-type: none"> 1. Verbal warning. Adult to reinforce what is appropriate behaviour 2. Change of seat or next to teacher / back of hall in Assembly 3. Classroom duty for 15 minutes during next lunch break.
2	<ul style="list-style-type: none"> - Persistent step 1 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 other children's play 	<ol style="list-style-type: none"> 1. Classroom duty for 15 minutes during next lunch break 2. Teacher contacts parents. 2. Written apology <p>Recorded in appropriate incident book</p>
3 SERIOUS	<ul style="list-style-type: none"> - Persistent step 2 misbehaviour - Lying - Bullying - Verbal abuse/swearing to teachers or other children - Deliberately damaging displays or equipment - Deliberately misusing equipment - Deliberate minor aggression e.g. small physical contact 	<ol style="list-style-type: none"> 1. Thinking sheet 2. Letter home to parents 3. SMT involvement 4. Parent meeting <p>Recording in class Incident book SENCO made aware</p>
4 MORE SERIOUS	<ul style="list-style-type: none"> - Persistent step 3 behaviour - Persistent bullying - Fighting - Harming other children - Threatening and abusive language - Dangerous behaviour, e.g., throwing objects - Deliberately leaving the classroom without permission - Persistent misuse of toilets 	<ol style="list-style-type: none"> 1. SMT involved and immediate involvement of Head Teacher. 2. Immediate contact with parents. 3. Child excluded from own class, under supervision of SMT. 4. Exclusion for extreme physical violence to other children 1 – 5 days. <p>Recording/ Letter on file Contact with parents Minutes of meeting with teacher and deputy head Pupil behaviour plan Risk Assessment Exclusion letters Rapid intervention team reports</p>
5 EXTREME LY SERIOUS	<ul style="list-style-type: none"> - Persistent step 4 behaviour - Physical abuse to others - Any extremely dangerous or threatening behaviour 	<ol style="list-style-type: none"> 1. Immediate involvement of Head Teacher 2. Immediate contact with parents. 3. Exclusion 1 – 5 days 4. Fixed term exclusion up to 45 days. 5. Permanent exclusion. <p>Recording as above</p>

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'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 grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome
- **Do** smile and be happy

Appendix 3

Noam Primary School – Home/School Agreement

[To be signed by parents/guardians prior to their child joining the school.]

This Home/School Agreement sets out the school's commitment to parents and pupils and its expectation of pupils. It also sets out the commitments school expects parents to make as part of the school community.

Everyone at Noam is expected to respect and behave in a way that reflects the ethos of the school, as this is set out on our school website.

The parents/guardians

I/we shall endeavor to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, read weekly newsletters, use link books effectively and endeavour to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform
- Communicate with members of staff in a courteous and respectful manner

The school

The school will endeavor to:

- Care for your child's safety and happiness
- Provide a balanced curriculum whilst meeting the needs of your individual child
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- Hold regular Parent's Evenings and provide an annual written report
- Set and mark homework
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school

- Communicate with parents in a courteous and respectful manner

The school's expectation of its pupils

The school expects that pupils will try their best to:

- Respect adults and children
- Follow the school Code of Conduct
- Show pride in the school and
- Show care and respect for other pupils
- Tell teachers or teaching assistants if they feel worried or upset

I understand and accept the content of this home-school agreement.

Signed: _____ Parent/Guardian 1

Signed: _____ Parent/Guardian 2