



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

IJDS BEHAVIOUR POLICY

INTRODUCTION

The primary aim of our behaviour policy is to promote good relationships, in keeping with the principles of our Torah teaching, with the common purpose of helping everyone to learn.

In the IJDS we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential. We are a caring community, whose values are built on mutual trust and respect for all.

At Independent Jewish Day School Academy, we aim to:

- Promote a high standard of behaviour
- Promote self-discipline, proper regard for authority and acceptance of responsibility for our own actions
- Create and maintain a positive, safe and orderly school climate where effective learning and teaching can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable behaviour
- A school atmosphere is created which is consistent and caring
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of poor behaviour choices and which are applied consistently and fairly within the school in a calm and considerate manner.

POSITIVE REINFORCEMENT, ENCOURAGEMENT AND PRAISE

As a school, we recognise that positive reinforcement, encouragement and praise are the most effective means of promoting good behaviour. It can be used to recognise and reinforce good behaviour, and prompt pupils who are choosing to misbehave to modify their behaviour. Effective use of encouragement, praise and positive reinforcement teaches pupils that they receive attention through good behaviour choices.

Positive reinforcement may take the form of:

- Verbal acknowledgement of good behaviour by Chol and Kodesh teachers
- Special mention in school assemblies
- Positive message sent home
- Individual rewards such as stickers, stamps and house tickets
- Excellence awards displayed in the entrance to the school
- Dojo points for individuals and classes
- Class rewards such as trips to local parks and special activities
- Pupils work displayed throughout the school
- Children sent to a member of the SLT to show their work
- Meetings with parents to celebrate achievements

Consistent use of encouragement and praise is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Promote a model for good behaviour and relationships

SCHOOL RULES AND GENERAL CLASSROOM RULES:

All children are expected to follow the school's rules which are:

- READY
- RESPECTFUL
- SAFE

These rules are displayed in each classroom. The meaning of each of these words (and how we can show that we are READY, RESPECTFUL, SAFE) are revised and reviewed between pupils and Chol/Kodesh teachers at the beginning of each academic year, and throughout the year at assemblies.


DEALING WITH DISRUPTIVE BEHAVIOUR: THE IJDS BEHAVIOUR ROUTES

When a child is not showing READY, RESPECTFUL, SAFE and isn't regulating their behaviour, there will be consequences, as set out on the IJDS Behaviour Routes (shown on next page).

After playtime and lunchtime, we reset. This means that every child gets a fresh start for the next block of learning. Every time a child is issued a consequence, the teacher must record it in the yellow behaviour book (which are kept in class).

In addition to the stages of the IJDS Routes, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends. For example they may be supported to make a sincere apology, write a card, replace something that has been broken or tidy an area that has been disrupted. It is expected that teachers and pupils begin each day with the highest of expectations.

IJDS BEHAVIOUR ROUTES

	Route 1 <i>General Behaviour Management</i>	Route 2 <i>Swearing/Violence</i>	Route 3 <i>Continuous disruptive behaviour</i>
Problem	Child is not showing READY RESPECTFUL SAFE in: 1. Classroom 2. Lunch hall 3. Corridors 4. Playground	Child swears/uses intentional physical violence against another child/adult.	Child continues to be disruptive despite you following all other routes.
Response	Strike 1 Strike 2 Consequence	Child will be on an internal exclusion for the remainder of the day.	Teaching team must make a meeting with the behaviour coordinator to discuss needs of child.
Result	Child loses 10 minutes of Golden Time for every consequence issued in the week.	Parents will be contacted via email/phone call.	<ol style="list-style-type: none"> 1. explore other strategies to use 2. set individual behaviour targets 3. meet with parents

UNFINISHED WORK DUE TO DISRUPTIVE BEHAVIOUR

When a child chooses to misbehave during a lesson and work is incomplete as a result, they will stay in at morning or lunch break to do finish it.

DISRUPTIVE BEHAVIOUR IN THE LUNCH HALL

If a child is not showing READY, RESPECTFUL, SAFE during break time or in the lunch hall, staff will follow Route 1, with the consequence being to stay and tidy up the hall after everyone has eaten.

The purpose of this consequence is to provide an immediate response which can be implemented by the member of staff on duty without consulting with the child's class teacher. It is the responsibility of the member of staff on duty to inform the child's class teacher after lunch or break time. The class teachers will then log the issue of a consequence in their yellow behaviour book.

PERSISTENT AND SERIOUS MISBEHAVIOUR

If a child receives 3 consequences within a block of learning (morning, mid-morning, afternoon), they will be removed from class and sent to the Behaviour Coordinator or Key Stage Leader for the rest of that session.

In the case of serious misbehaviour, the child will be removed from class and sent straight to the Behaviour Coordinator, Key Stage Leader or a member of SLT. The decision will be taken when a child's behaviour;

- Involves serious, actual or threatened violence against another pupil or member of staff, fighting, vandalism, bullying including cyber bullying,
- Puts him/herself, other pupils, members of staff at risk of harm or injury

In such cases the parents will be informed and they will be notified that their child will be internally excluded. The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor or severe behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.

CHALLENGING BEHAVIOUR/SEN PUPILS

In the case where a child's attitude and behaviour is not responding to the system of rewards and consequences and there is persistent inappropriate behaviour the following stages will be followed:

Stage 1: The class teacher, SENCO, DHT will talk to the pupil and make him/her aware that the behaviour is inappropriate. The pupil's behaviour will be monitored and behavioural targets set.

Stage 2: Parents will be told of the concerns about that child's behaviour and discussions with them will start taking place. The child will be placed on an individual behaviour plan which will be monitored by the class teacher and SENCO.

Stage 3: Professionals from the SEN department and possibly outside agencies are involved.

THE 4 ZONES OF REGULATION

Our aim is to guide and support a child to self-regulate before they reach any consequences.

If a child needs time out to regulate, this should be issued at the discretion of the teacher (at any point) and is **not** a punishment. These can take place in/out of the class. Possible regulation activities:

- Quiet time in the class library
- 5 minutes mindfulness breathing (app on the iPad guidance)
- Run 2+ laps around cage
- A drink and some fresh air
- 5 minutes quiet reading/other quiet activity

The 4 Zones of Regulation is a systematic, cognitive behavioural approach that we refer to when teaching self-regulation. It categorises all the different ways we feel and the states of alertness we experience in four concrete coloured zones. The Zones framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Every class has a 4 Zones of Regulation display to help pupils identify their emotions and to help them regulate.

Furthermore, a Mindfulness Mondays workshop runs at break time; this provides further opportunities for children to learn tools and strategies to use when regulating themselves in difficult and stressful situations.

MEALTIME SUPERVISION

Mealtime supervisors have the same authority as well as other school staff with regards to discipline; each supervisor will report incidents to the class teacher at the end of the lunchtime period. Like all other staff, Mealtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement. If a child is unable to manage themselves in the playground at lunchtime and perceived to be at risk of harming themselves or others by not following adult instruction then they will be sent to the school office to calm down. The office will inform the class teacher or member of the SLT that a child has been sent in.

BREAK-TIME SUPERVISION AND OUT OF CLASS BEHAVIOUR

Children should be supervised out of the classroom, at break-time, lunchtime and moving around the school. An adult should be at the head of the line at all times.

Children should be reminded how to move around the school, enter and leave the school building in a safe and sensible manner.

During morning, afternoon and lunchtime breaks, teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding whether children should be taken indoors in severe weather conditions.

If children are kept in at break the class teacher should remain with the child or children. No child should be left unsupervised at any time.

SCHOOL VISITS AND OUT OF SCHOOL ACTIVITIES

Expectations for behaviour on school visits and out of school activities remain as those for school. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parent and on occasions may request them to accompany their child on a visit.

THE ROLE OF PARENTS

Parents have a vital role to play in their children's education. It is extremely important that parents support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed of their child's behaviour at school, if required, so that children receive consistent messages about how to behave at home and at school.

If the school has to implement consequences for a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within the school. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head Teacher who will take appropriate action.

Signed: Holli Hunter
Behaviour Coordinator

Date: 10.04.2018