

MORASHA JEWISH PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

(See also Anti-Bullying, Child-Protection and Pastoral Care Policies)

Aims

Morasha Jewish Primary School golden rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils.

The purpose of this policy is to:

- create an environment which is conducive to achieving the aims of the School;
- provide clearly defined limits that are easily understood by children, staff and parents;
- aid all staff in the management of behaviour;
- ensure high standards of behaviour are promoted and maintained.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The 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.

The school aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- the acceptance by all staff of a responsibility for maintaining good discipline.

EXPECTATIONS

- Promote the well-being of self and the school community
- Encourage the development of personal independence and responsibility
- To promote the creation of an atmosphere conducive to learning.
- Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals

MORASHA JEWISH PRIMARY SCHOOL

- This school is opposed to any form of open or concealed racism or racist behaviour
- All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion
- All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion

Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children are responsible for their property and should avoid bringing valuables or cash to school. Children are also advised to hand in watches and other valuables to Staff during games sessions; no items of monetary or sentimental value should be left in the changing rooms at any time. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

It is the responsibility of the Head Teacher, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.
- The Head Teacher has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Head Teacher has the authority to implement the school behaviour and discipline policy. The Head Teacher must take this into account when making decisions about matters of behaviour.
- The Head Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

MORASHA JEWISH PRIMARY SCHOOL

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, the Complaints Procedure should be invoked.

BEHAVIOUR IN THE CLASSROOM

Children are expected to behave in a manner which will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated and staff will apply appropriate sanctions. In such cases of unacceptable behaviour during lessons the line of referral for staff should be: - Form Teacher, Deputy Head and Head Teacher.

If a teacher deems it necessary to remove a child from a lesson because of disruptive behaviour, the child will be sent with work to either the Deputy Head, or the Head Teacher. Children should not be left in corridors unsupervised.

Reward Policy

The school has a very positive policy towards rewards and every child is encouraged to give of his/her best and to be helpful and courteous to others.

Plus points are awarded for positive individual efforts both inside and outside the classroom. When awarding a plus point it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort.

Badges are awarded according to the number of points gained:

1. Red – 20+ points
2. Blue – 40+ points
3. Green – 60+ points
4. Gold – 80+ points

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Merits for good effort, work, conduct, art, music, sport etc. are all recorded in the child's Homework Diary and totalled up at the end of each week. .
- Effort Grades allocated to each child for all subjects in their curriculum and recorded on grade cards and in reports. The grades are also recorded on an annual assessment card.
- Prizes awarded for academic success and extra curricular achievements on Speech Day.

MORASHA JEWISH PRIMARY SCHOOL

- Recognition of personal qualities by staff and peer group through the appointment or election of School Prefects, House Captains, Librarians etc.
- Letters of appreciation and congratulation sent by the Head Teacher to children for outstanding service to the School.
- Staff are encouraged to send outstanding pieces of work to the Head Teacher.
- Displaying good work around the School.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding child achievement out of school, for example, music or swimming certificates.

Children are given the opportunity to take on responsibility throughout the year including form captains and monitors. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

HOUSE SYSTEM

With an increase in numbers and permission being gained to accept children to the end of Year 6 then a School House System will be introduced, the aim of which will be to encourage the children to become involved in individual and team effort in all aspects of the life of Morasha Jewish Primary School.

A House Shield will be awarded annually to the House felt to have put the most effort into all aspects of school life.

SANCTIONS

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Classroom Policy

For poor behaviour or non-compliance the action will be:

1. Warning x 2
2. Minutes taken from break – these may be won back if behaviour significantly improves or added if it worsens.
3. If the behaviour persists and is actually disrupting the lesson, the pupil should then be sent to another classroom.
4. Head Teacher and parents to be informed and actively involved.

Playtime Policy

- If a child is behaving unreasonably or in an antisocial manner, then s/he should be warned once and advised of what is acceptable behaviour.

MORASHA JEWISH PRIMARY SCHOOL

- For a digression or should behaviour persist, the child is to be sent to room 1 for a 5-10 minute detention. At this point a red dot will be recorded against a child's name on a clipboard held by staff on duty.
- At Friday assembly those with 'dot free' days will have raffle tickets put into a box with the raffle being 'drawn' at assembly.
- A 'Special Book' will be kept by staff in order to note particularly good/kind behaviour during the week. This will be read out during Friday assembly and those mentioned rewarded with a sticker.

INCIDENT AND SANCTION BOOKS

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head Teacher and entered in the Incident Book. Parents should be informed by the Head Teacher and appropriate action taken will be recorded in the Sanction Book.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

TEMPORARY AND PERMANENT EXCLUSIONS

Ultimate sanctions at Morasha Jewish Primary School are Temporary exclusion and Permanent exclusion. Neither sanction is used lightly.

Only the Head Teacher has the power to exclude a child from school. If the Head Teacher excludes a child, the parents are 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 Proprietor. The school informs the parents how to make any such appeal.

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Head Teacher must inform the parent without delay. This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date.
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed.
- the parents' right to state their case to the governing body's discipline committee (currently the Staff Committee), who they should contact to do this, and the latest date that the parent may give a written statement to the discipline committee.
- the parents' right to see their child's school record under the Education (School Records) Regulations 1989). Under these regulations, the Head must comply with such a request within 15 school days although in exclusion cases this should be complied more promptly.

MORASHA JEWISH PRIMARY SCHOOL

The decision to suspend for a fixed term or to expel will be notified to the parent in writing with reasons.

If the School determines that a child should be suspended for a fixed period, the Head Teacher will provide the parent in writing with information as to:

- the period of the temporary exclusion
- the arrangements, such as setting work, to allow the child to continue their education during the temporary exclusion.

The correspondence must be easily intelligible and in plain English.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Head Teacher will write again to the parent with the reasons for this decision.

INFORMATION FOR CLASS TEACHERS

The role of the form/class teacher can be summarised under the following headings:

General (Admin)

- Daily contact, at the beginning and after lunch of each day. This daily contact should be used for communication of routine matters, both from and to home.
- At the start of the day the form tutor should check that all of the children have all of their exercise and text books, and have all other equipment which they may need for the coming evening or weekend.
- Tutors should check the personal appearance of the children in their class, with particular attention to their shoes.
- Tutors should check Homework Diaries on a regular basis.
- On Fridays, and at other times as announced, Form Tutor periods to be organised with a view to pastoral advice, counselling, collating merits and demerits etc.
- Form Tutors are responsible for ensuring the tidiness of their form's room in general. To ensure tidiness of and monitor the contents of children desks or trays.
- Form tutors should ensure that their form rooms are well presented in terms of wall displays. Displays should include examples of recent children's work which should be changed at regular intervals.

Discipline

The form tutor must be aware that they are the first point of reference in the discipline system i.e. Class Teacher — Deputy Head — Head Teacher.

They should deal with the early stages of any discipline problems, picked up by recording the number and reason for demerits, or from concerns from other staff

The Deputy Head should be consulted when:

- A child's behaviour is persistently poor across all subjects/areas of the school
- Any particular incident is severe enough to warrant the Deputy Head's involvement
- The Tutor feels that the child has not responded well enough to the strategies put in place.

DISPLAYING WORK

A school with good displays is an exciting, stimulating and attractive environment to work and spend time in. The way a teacher presents a child's work can play a positive part in both reflection and appraisal. A good display gives work value and importance and acts as a reminder of what has been achieved during a term. It also gives children an opportunity to talk about their work with others. In particular a good display:

- enhances children' self-esteem, by showing their work is valued;
- reinforces positive relationships between teachers and children;
- is readily usable as teaching aids;
- they are of interest;
- points to cross-curricular links;
- is a very good selling point to prospective parents;
- demonstrates good teaching practice;
- brighten the place up;
- should gradually change during the year as different topics are covered

"A little, but often" is a good rule for the initial mounting of a display of work, and its subsequent replacement by new work.

While displays are often graphic/colourful, it is as important to show extended examples of written work in subject areas where this is appropriate.

Other public display areas, such as corridors should be used.

Form Tutors should ensure that displays in their classrooms remain tidy, well maintained and are changed regularly because it is a key element of the educational structure that is set up within Morasha Jewish Primary School.

BEHAVIOUR MANAGEMENT

Guidelines:

1. In the main, **encouragement and support** should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

The Head Teacher has "Head Teacher Award" stickers which can be given to any deserving child sent to her - be it for behaviour *or* work. We have stickers, letters of commendation to parents, "Praise Postcards" etc. so that a comprehensive array of measures affording positive reinforcement is available.

2. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.
3. Children should be encouraged to accept responsibility for their own behaviour. The consequences of any misbehaviour should be logically related. It is never an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school etc.

MORASHA JEWISH PRIMARY SCHOOL

4. Unacceptable behaviour is:

- i) that which can damage/hurt (in *any* way) a person or their property
- ii) that which is offensive or inconsiderate
- iii) that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist.

Morasha Jewish Primary School Golden Rules should be well-known to all and reinforced consistently.

Treatment rules:

It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable.

Safety rules:

These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts.

No ear-rings (other than studs for girls) may be worn.

Toys may be brought in on a Friday only and these should only include those that are suitable for use in school. Any query regarding what constitutes "suitable" should be brought to the Head Teacher before a child is permitted to take the toy in question outside. Expensive toys (such as remote controlled cars) may only be brought in if accompanied by a letter from the parents absolving the School from all responsibility.

Learning rules:

This rule concerns the learning climate. It covers how a child should behave at his or her desk, the procedures for getting help from the teacher whilst working, what to do if finishing work before others and the bringing of appropriate equipment to class.

Environment rules:

All children should be encouraged to show care and respect for the school environment and for the property of others.

We speak with the children about rules and conventions, and encourage them to take responsibility for their own actions and for one another. From time to time we send out a questionnaire to our children to be completed with the aid of their parents. This is followed up appropriately in school. We have an extremely good discussion-starter video: "The Trouble with Tom" – which we show to the children prior to sending home the questionnaire.

CLASSROOM DISCIPLINE

All teachers who are effective discipline managers plan for discipline just as carefully as they prepare their lessons. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on primary behaviour and will ensure that everyone's rights are maintained.

MORASHA JEWISH PRIMARY SCHOOL

Tips:

- ◆ When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- ◆ If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. “Jim, you know our rule for..... please use it.”
- ◆ Direct the child to appropriate behaviour.
- ◆ If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- ◆ Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- ◆ In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- ◆ Focus clearly on the behaviour which is affecting due rights.
- ◆ Expect children to comply.
- ◆ Focus clearly on the relevant rule or right.
- ◆ Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead.
- ◆ Address the *primary* behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- ◆ If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

To sum up:

Step One - Tactical ignoring as a first action.

Step Two - Simple direction or
Rule restatement or
Question and feedback (focusing on primary behaviour)

Step Three - Repeat step two if the child resists or argues (a calm approach helps here.) Either take the child aside or give a clear choice.

Step Four - Follow up the choice by isolation within the room or time out within the room or exit from the room (in extreme cases).

Exit Policy:

This means the removal of a child from a situation at the request of a member of staff.

A child can be exited in the following ways:

1. By sending another child with a note to the Head Teacher requesting that she comes to collect him/her.

2. By involving a willing colleague who may be free in a nearby area who can accompany the child to the Head Teacher.

It is not appropriate for a child to be “sent” to the Head Teacher in that no-one will necessarily be aware if he/she fails to comply.

3. It is beneficial for an older and more responsible child to keep an “Exit Card” in his pocket to be used to defuse a possibly explosive situation. Where a specific child was tempted to be rude or uncontrolled and attract class attention to himself, it was agreed that he place the exit card before the teacher and unobtrusively gain permission to leave the room. The child would then go to the Head Teacher for input before re-entering the room, or do so within minutes of gaining control of his or her emotions. Obviously such a card is open to abuse

MORASHA JEWISH PRIMARY SCHOOL

and should only be given if the circumstances, age and personality of the child with behavioural difficulties are judged appropriate.

Records should be filled in relating to dates and lessons missed so that a comprehensive history may be built up.

Counsellor Option as part of Behaviour Management:

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a "Counsellor" will normally be the last option in an ongoing behavioural problem. The Counsellor will not normally be the Head Teacher - who should always be available as the final point of reference.

The "Counsellor" should maintain a close interest in the behaviour, achievements etc. of the child and should liaise regularly with the teacher/s who work most closely with him. Sometimes it may well be helpful to remove a disruptive child into the classroom of the Counsellor. As the Counsellor gets to know the child better there should be an input into the behaviour management strategy that is agreed as being the most appropriate.

We also have a professional School Counsellor who we can call upon if necessary.

Golden Rules

Positive	Negative
• Do be gentle	• Do not hurt anyone
• Do be kind and helpful	• Do not hurt people's feelings
• Do work hard	• Do not waste your or other people's time
• Do look after property	• Do not waste or damage things
• Do listen to people	• Do not interrupt
• Do be honest	• Do not cover up the truth

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

MONITORING

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

MORASHA JEWISH PRIMARY SCHOOL

REVIEW

The Head Teacher reviews this policy every two years. However, the policy may be reviewed earlier than this, if the government introduces new regulations.

Signed.....Ian Kamiel.....

Date.....April 2008.....

To be reviewed bySeptember 2009.....