

# **Yesoiday HaTorah Boys' Academy**

## **Behaviour and Discipline Policy (Pupils)**

Rabbi Yodaiken May 2019

Ratified Governors Meeting Summer Term 2019

Next review May 2020

## Yesoiday HaTorah Boys' Academy

### Behaviour and Discipline Policy

We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishment within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction. *P99 Elton*

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make the most use of lesson time for the real purpose of education.

It is therefore worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. Clear expectations should be stated, and a consistent approach used at all times.

Within a climate of conclusion there will be children who will need a personalised approach to their specific behaviour needs. In some cases, this will mean that the sanctions stages and rewards are not the most appropriate way of dealing with their behaviour and other programs of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is essential. Following the introduction of "every child matters", we, as a school, recognise the lead we may be required to take in consulting and communicating with other agencies.

#### **Our purpose is:**

- To improve and maintain levels of behaviour in all areas of the school.
- To provide numerous opportunities of rewarding good behaviour.
- To provide a consistent approach in responding to unacceptable behaviour.
- To ensure that behaviour does not inhibit learning or impede potential.
- To help children be more understanding and aware of their feelings, in order to be able to take responsibility for their actions.
- To end any disruption as quickly as possible, while maintaining the dignity of the children and helping them to learn from their experience in order to make better choices in the future.
- To enable children to internalise and grow from situations, not just to become compliant.
- To enable children to feel sense of control and realise that a change in choice of behaviour changes results.
- To teach children to empathise and be more aware of how their actions affect others.
- To try to raise levels of children's self-esteem.

## **Meetings**

Regular formal meetings take place between the members of the behavioural team on a weekly basis; should an emergency arise in the interim, an extra meeting will be called with Rabbi Yodaiken and/or Mrs Gitlin. In addition to the behaviour team within school, Mrs N Sher acts as the external anti-bullying officer, in the event of an issue being raised.

## **Rules**

School rules are kept to an essential minimum. They have been developed to be meaningful to the children. None are too difficult. They are designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to respect each other, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not accepted. It is essential that parents and teachers work together through discussion and action on any problems which develop.

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

- Speak respectfully to adults and children.
- Show respect for each other's property and that of the school.
- Keep hands and feet to yourself.
- Keep the noise level low in the classroom and when moving around the school; keep to left hand side of corridors.
- Never enter a classroom without supervision.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there are occasions where it is necessary to use a raised voice in order to be heard, e.g. on the playground.

## **Peer to peer**

All children have the right to feel safe and happy in school. We have a zero-tolerance policy towards bullying, which we have defined very clearly (please see the school's Bullying Policy). We also expect children to treat each other in a kind and thoughtful way.

Children who treat their friends respectfully get acknowledged by their teachers and other staff members. Otherwise, children will face reflective opportunities in line with the sanctions mentioned below.

In case of major incidents, such as peer to peer abuse, the Head Teacher will have an interview with parents to discuss the matter. If parents are to be involved, an information sheet is to be completed for both victim(s) and bully(ies).

Review dates are to be set at regular intervals and if the problem persists, future appointments will be made, and appropriate sanctions decided upon.

Minor incidents will be dealt with in class in an open manner. Teachers may discuss why the incident may have happened, how the children might feel, etc. Teachers may also encourage the victim(s) to talk about how they feel. Attempts should be made to help children change their behaviour where appropriate.

### **CONSEQUENCES OF PEER TO PEER BEHAVIOUR**

On referral of incident and following investigations by staff involved, there should be:

- An apology to the child who was hurt
- A record of the incident; all parties should be made aware of this
- Positive targets for development
- Appropriate consequences, for example, loss of privileges

If the behaviour re-occurs, parents will be involved. If this does not facilitate improvement, the following consequences may result:

- Detentions
- Work set to be done at home
- Lunchtime exclusions
- Fixed term exclusions
- Possible permanent exclusion

### **Movement in and around school**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around school. Expectations of behaviour of children sent with messages or to show good work should be clearly stated and frequently reinforced.

In order to maintain the safety of the children, members of staff patrol corridors during break time to ensure that no child is left inside the building.

### **Playtime supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. Supply teachers should cover the duty of absent teachers but should never be without support. Staff on duty should be present on the playground by 8.40 when children are allowed to arrive and again after school to see them off the premises. All staff should be fully aware of playtime procedures, rules, sanctions 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.

Mobile phones should not be used during duty.

### **Positive approach**

It is important that we try to remain as positive as possible at all times. We are a supportive school with a caring ethos, on which we pride ourselves. Sanctions are never given without clearly explaining the reasons and paying attention to the child's emotions.

### **Behaviour guidelines**

**Our use of force policy** clearly defines what is and is not acceptable practice, should physical intervention be required. It is vital that such intervention be recorded and reported.

It is very important that emphasis be placed on praise and reward. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failures. Children will value prizes more when they come with compliments, and criticism will be accepted better when it is given in a considerate tone.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. E.g. Smilies, class points, phone calls home, sent to SLT for stickers etc.

### **Sanctions**

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

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

The sanctions system varies slightly for KS1 and KS2, although the principals are the same. Having clear guidelines prevents the making of empty threats which are damaging to both the adults and children concerned. Frequent reminders in class of both negative and positive consequences should be given.

### **Sanction system for KS1**

Every class has a file with an individual page for each child. These are to be used for recording serious or persistent misbehaviours. It is vital that they are used.

1. Child receives a warning; their name is written down
2. A mark next to the child's name; child is warned that s/he is 1 step away from the timeout chair

3. Child sent to timeout chair
4. Class suspension\* (?) slip is filled in and child is sent to another class
5. Discussion with parents and appropriate member of staff.

\* ND NOTE – can we avoid the use of the term “exclusion” where it does not refer to a formal exclusion?

The file will be monitored regularly by the following: \*

Year	Staff
Reception	Mrs Pearson
Year 1	Rabbi Sandhouse
Year 2	Rabbi Klor

**Sanction system for KS2**

Each class has a log book which is always readily available.

1. Verbal warning given.
2. Visual consequence displayed (e.g.: Name on the board)
3. Another warning given.
4. Child helped by teacher to regulate themselves (e.g.: child sent to the back of the classroom to calm down.)
5. Child given a class timeout slip and then sent to another class for 15 minutes to fill out a reflection sheet.
6. Where necessary at any of the above stages, teacher to call or leave a message for the member of staff who is monitoring the class. A behaviour modification plan can be implemented at any point.
7. If a serious incident occurs, it must be reported to Rabbi Yodaiken to follow up.
8. If all the above are not enough, further action will be taken in the form of internal suspension for a day. An internal suspension timetable sheet will be filled in and work from the teachers must be provided. Before re-entry into class, an interview with one of the behaviour team will take place.
9. Rabbi Yodaiken and members of SLT will have a full access to all individual behaviour plans.
10. If challenging behaviour continues, parents will be called in for meeting with Rabbi Yodaiken and a contract will be set in place with clear, realistic targets to behaviour agreed.
11. **Exclusion** - The school endeavours to avoid both fixed term and permanent exclusions. However, if a child has moved through the system and behaviour has not altered then there will be a final interview with parents/carers where the possibility of exclusion will be discussed and may soon after being implemented. For possible drug, alcohol and/or smoking abuse, violence and/or carrying an offensive weapon, exclusion will be used unless there are extenuating circumstances. Decisions to exclude will be taken with reference to Bury Children’s Service Guidance Documents.
12. \*

The logs will be monitored on a regular basis by the following:

Year	Staff
Year 3 – Year 6	Rabbi Dayan

This system is in place for the majority of children. We encourage a readiness to be flexible and look for a variety of strategies in those cases where a child cannot conform to the normally expected patterns of behaviour.

### **Good Practice**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

1. Always create an interesting, stimulating and attractive classroom environment which relies upon and promotes reward and praise rather than criticism and sanctions.
2. Always provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Always make sure the children know what they are doing and that their work is matched to their ability.
4. Always be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.
7. Always ensure that incidents have been followed up.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### **Remember to:**

- Be a good role model
- Appear confident when you speak
- Give specific and clear instructions
- Set high standards
- Apply rules firmly and fairly
- Say it, mean it, do it
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently and be specific
- Praise the behaviour rather than the child

Remember behaviour is the problem not the child

We do have a choice in how we behave; we can either give pupils a negative experience by using sarcasm, ridicule and humiliation, which tends to destroy their self-esteem, or, we can give them a

positive experience which will build their self-esteem, provide them with effective tools for life and make their learning experience far more effective.

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

It is advisable for teachers to prepare separate workbooks for children who need to be placed elsewhere, in case it will not be possible to equip the child with the work being taught that lesson.

**Never:-**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove
- Take back points, smilies etc - it's not fair  
that have been earned

**Children's Rights**

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

**Success of the policy**

The success of this policy will be judged according to:

- The total number of fixed term and permanent exclusions
- The anecdotal comments of the school community
- Comments from children in the school council and parent and staff evaluations

**Policy review**

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

## Appendix 1

### LOW LEVEL STRATEGIES

#### **Choose to tactically ignore the behaviour**

Decide what things can be ignored and when.

#### **Use simple, brief directional statements or rule reminders**

“Avi... (pause), facing this way and listening. Thanks.”

“Moshe... (pause), what’s our rule for derech erez in our language? Choose to use it please.”

#### **Give non-verbal non-confrontational messages**

#### **Use direct rule statements – expect compliance**

“Yaacov...(pause), We’ve got a rule for asking questions and expect you to use it. Thanks.”

“Benji... (pause), Disturbing others is against the rules... choose to go back to work quietly thanks.”

#### **Use “When... Then” directions**

“When you choose to talk loudly then I can’t teach.”

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

## Appendix 2

### MEDIUM LEVEL STRATEGIES

- **Use casual questions to refocus**

“Do you need a hand?”

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

“Are you on target?”

- **Use distractions or diversions**

“Dovi, can you show me your work please?”

“Chaim, can I see you over here a second please?”

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

The broken record approach can be a powerful message.

- **Use “double what” questioning.**

Teacher: “Aaron, you’re out of your seat. What are you doing?”

Pupil: “Nothing.”

Teacher: “What should you be doing?”

Pupil: “I don’t know.”

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

- **Briefly take the student to one side or out of the room**

- **Use assertive “I...” Statements**

- **Give simple realistic choices**

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

### Appendix 3

#### SCRIPTS

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

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

#### Instead of:

“Moshe, if you don’t settle down to work then I’ll send you to sit over there.”

#### Use

“Moshe, if you choose not to settle down to your work, then you’ll be choosing to sit over there.”

#### “Maybe... and, Maybe... but”

T. “Avi, facing this way and listening, thank you.”

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

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

#### If it persists:

T. “Avi, if you choose to argue with me you’re also choosing to stay back after class.”

Turn away (take up time) not adding heat to argument.

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

#### Re-affirming rule that is being broken:

“We’ve got a rule for asking questions, Shmuel, and I expect you to use it.”

#### Give brief instruction

“Chaim, sit down, thank you.”

Turn

#### “When...then.” (links behaviour to outcome)

“When you talk loudly then I can’t teach!”

“When you’re in your seat then I’ll check your work.”

#### Remove them from their audience

**Appendix 4 – example Letter**

Dear Parents,

We have made a very positive and encouraging start to the new school year BH.

It is generally accepted that a calm, orderly environment is essential if children are to learn effectively. The behavioural team constantly assess and improve the behaviour system. Children are frequently and clearly told the behaviour that is expected both in and out of the classroom. Each class has its own reward systems which are varied and exciting, providing as much opportunity as possible for success; personal charts, class points, team points, texts or notes home, etc. Our emphasis is that children learn to understand their own behaviour and take responsibility for their choices. A negative consequence is not a punishment but an opportunity to help your child to accept and be responsible for his actions in order to improve. We wish to highlight the educational purpose of using a disciplinary strategy as a tool for learning. There are either positive or negative consequences dependent upon children’s choices of behaviour.

The sanction system is the same throughout the school although there are some differences between KS1 and KS2.

**KS1 System**

KS1 or Infants follow “123 Magic”:

1. a warning
2. a second warning
3. Time out chair and name written in class book.

Year	Staff
Reception	Mrs Weisbart
Year 1	Mrs Frankenhuis
Year 2	Mrs Frankenhuis

**KS2 System**

The sanction system is usually as follows: although there may be exceptions inn cases of severe behaviour breaches.

A log book is used by all teachers in the class:-

1. A verbal warning is given
2. A written warning is given
3. A mark is put next to the child’s name
4. A second mark is put next to the child’s name, resulting in the child being sent to another class for 15 minutes to fill out a “red slip thinking sheet” answering questions such as, “ Why did you choose that behaviour?... What can you do to put things right...? What would you do if this situation happened again?”

Each day is a fresh start, however, if a child receives two red slips in one week this results in a one-day internal suspension; parents will be informed of this. An internal suspension timetable sheet will be filled in to ensure the children know exactly what is expected. Before re-entry into class, an internal suspension reflection sheet will be completed.

We are helping your children to explore and understand their behaviour and the results of their actions. This will inevitably help them develop socially and in their מידות טובות. Success is best achieved when school and parents work closely together in a supportive and mutually respectful way.

For KS2, we are now piloting sending home sending weekly certificates for any child who has not had their name on the log. We want to encourage children who make good choices as well as give a further incentive to help the children follow the rules. Recognition from home is invaluable. Our zero-tolerance approach towards bullying remains. Please do not hesitate to call school with any concerns or queries.

**\*Year 3-Year 6 Girls: Mrs Frankenhuis**

Yours sincerely,

Rabbi Yodaiken

Executive Head Teacher

Appendix 5

# Yesoiday HaTorah Boys' Academy

## My Contract

Name: \_\_\_\_\_

Date: \_\_\_\_\_

These are my goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

These are my consequences if I don't meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

These are my rewards/ positive consequences if I meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix 6 – Report card

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lunch</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Parent signature</b>
<b>Sunday</b>							
<b>Monday</b>							
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							

**Appendix 7 – Log**

<b>Date/Day</b>	<b>Name of child</b>	<b>1st Session AM</b>	<b>2nd Session AM</b>	<b>Lunch/break</b>	<b>1st Session PM</b>	<b>2nd Session PM</b>	<b>3rd Session PM</b>

Appendix 8 – Internal Suspension Timetable

# Internal Suspension Timetable

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Year \_\_\_\_\_

Date \_\_\_\_\_

Session	Class	Comment	Signature
9.10-10.30			
Break			
10.45-12.20			
Lunch			
1.20-3.30			
Break			
3.40-4.40			
Break			
4.50-5.30			

Appendix 9 – Internal Suspension Reflection Sheet

# INTERNAL SUSPENSION REFLECTION SHEET.

Name: \_\_\_\_\_

**1. WHY DO YOU THINK YOU WERE PUT ON INTERNAL SUSPENSION?**

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**2. WHICH RULE(S) DID YOU BREAK?**

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**3. WHAT STRATEGIES WILL HELP YOU IN FUTURE?**

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Signed: \_\_\_\_\_

Appendix 10 – Red Slip Thinking Sheet

# RED SLIP THINKING SHEET.

Name: \_\_\_\_\_

**1. WHAT DID YOU DO?**

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**2. WHICH RULE DID YOU BREAK?**

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**3. WHY DID YOU DO IT?**

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**4. WHAT DO YOU NEED TO DO TO PUT THINGS RIGHT?**

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**5. WHAT WILL YOU DO DIFFERENTLY/BETTER NEXT TIME?**

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**Appendix 11**

**Suggestion for the Concern Box**

We are safe and respected at Yesoiday HaTorah Boys' Academy

If you have a problem, you can do the following

**Speak to:**

- Your parents
- Your teachers or teaching assistants
- The adults caring for you at lunch time or on the playground
- Mrs Frankenhuis and the behaviour team
- Mrs Weisl and the SEND team
- The receptionists
- Rabbi Yodaiken, Mrs Gitlin, Mrs Young

If you prefer not to talk to anyone you can write down your name and what is worrying you on a piece of paper and put it in the box.