



## Behaviour Management and Discipline Policy (part of our Safeguarding Children policies)

### Statement of intent

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*, Torah values and *mitzvos*.**

**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*, politeness and respect.**

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

### Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the **secular and kodesh** programme for supporting personal, social and emotional development.

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

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.

### Methods

#### Named Person

- We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. The class teachers have overall responsibility in each class, but **every adult in the school community has full responsibility for adhering to and carrying out the school's behaviour policy.**
- **Sara Harris (Headteacher)** is the named person who has overall responsibility for issues concerning behaviour. (It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy.)

- We require the named person to:
  - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ;
  - check that all staff, **including non-classroom based staff and lunchtime supervision staff**, have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
  - keep records of all reported serious incidents of misbehaviour.

### **The role of Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Joint Responsibility**

- We require all staff, governors, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- We familiarise new staff and volunteers with the school's behaviour policy and its guidelines for behaviour.
- We expect all members of the school community - children, parents, staff, governors, volunteers and students - to keep to the guidelines, requiring these to be applied consistently, both inside and outside the classroom.

### **Staff Behaviour**

- We believe in and practise a policy of **Positive Behaviour Management**.
- **We operate a no shouting policy.** Staff do not shout at each other or at the children, unless there is a Health and Safety incident that requires shouting to protect the safety of other people. We ask that families and volunteers also adhere to this no shouting policy within the school.
- **We operate a no sarcasm policy.** Staff do not use sarcasm to rebuke or criticise each other or the pupils. We ask that families and volunteers also adhere to this no sarcasm policy within the school.

- When staff have a professional disagreement, they do not allow any visible conflict to be seen by the pupils. Staff conflict is also not brought into the staffroom or the school office. Staff are expected to resolve professional differences amicably through discussion, compromise and/or negotiation with another member of staff. The Headteacher is always available to assist in resolving any conflict between staff. Staff are expected to put any personal disagreements aside during school working hours and when dealing with any matters concerning the school. Where a member of staff feels that serious issues remain unresolved, they may address these formally through the Grievance Policy (see Staff Handbook).
- Staff do not talk about each other in a negative manner to other members of staff or to parents. It is recognised and understood that disagreement and conflict is inevitable amongst colleagues. However, we believe that a happy and healthy staffroom and school office, devoid of gossip and staffroom politics, makes for a happy and healthy school. Staff are encouraged to resolve any conflict through speaking to their line manager and/or to the Headteacher, if necessary.
- We avoid behaviour or language that would make pupils and/or other staff feel humiliated, especially in front of others.
- We avoid behaviour or language that would make pupils and/or other staff feel threatened or intimidated.

### **Positive Behaviour Management**

- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour (this includes positive behaviour feedback) by their key person and class teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. In dealing with inconsiderate or poor pupil behaviour we will always first discuss with the pupil possible alternative positive behavioural responses and the effect their behaviour has on other people. We prioritise telling parents about their children's good and improving behaviour, although we understand that parents also sometimes need to be told about their child's undesirable behaviour, in order to help them develop more appropriate behaviour patterns
- **We have 7 golden school rules – all of which are positive:**
  - 1. We use kind words with our friends. We always say please & thank you***
  - 2. We always listen to adults and do what they say***
  - 3. We share our things and let people join in with our games***
  - 4. We look after all our toys, games, books and school belongings***
  - 5. We move around the school quietly and only run when we are outside***
  - 6. We are happy when our friends do well. We celebrate other people's achievements***
  - 7. We always try our best!***
- Each class has its own class rules as jointly discussed and agreed between the pupils and staff at the start of each school year.
- We encourage independence and personal responsibility, e.g. by helping with tidying and clearing after activities.

- We use various methods to praise children and reinforce their good behaviour:
  - Verbal praise with positive body language
  - Receiving a sticker
  - Receiving a certificate
  - Showing work to / telling another member of staff
  - Showing work to / telling the Headteacher
  - Writing a letter home
  - A phone call to a parent
- We link good behaviour with good *middos*, Torah values and *mitzvos* and teach the children the appropriate corresponding language. We identify *Chumash* characters who displayed good *middos* as part of weekly *Sedra* teaching.
- We reward good behaviour and *middos* with *immediate positive specific verbal feedback and praise*. That means that we don't just tell the children they are behaving well, but we also tell them what it is that they did that was so good. (For example: "Well done, Adam. You wanted to go on the bike, but you let your sister have a turn first. I am really proud of you for being so kind and patient.") This helps the children to extend this positive behaviour into a habit.
- Every week, we identify one or two pupils from each class as the 'Star of the Week'. 'Star of the Week' can be awarded for significant effort, achievement and/or progress in any of the six learning areas of the Foundation Stage or National Curriculum, including Personal, Social and Emotional Development. The class teacher organises circle time to allow all the other children in the class to contribute something 'nice' to say about that pupil. These contributions are collected and printed onto a certificate for that child to keep and take home. The certificate is presented in the Friday *Oneg Shabbos* assembly and the peer compliments and praise are read out to the whole school.
- Every week the Headteacher presents some Headteacher's *Chesed* Awards to children who have been identified by their teachers as being particularly kind and/or helpful to their friends. Recipients of the award receive a certificate to keep and a special badge / sash to wear in school throughout the following week.
- Staff supervising playground play note down children playing and sharing well and feed this back to the children at the end of playtime.

### **Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate 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 ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.

- We support each child in developing self esteem, confidence and feelings of competence **by using *specific praise feedback***. (For example: “Well done, Adam. You can cut out a circle shape now without any help.”)
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are also never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property (see below).
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded **in the incident book** and in the child's personal file. The child's parent is informed on the same day. If available, the Headteacher will explain to the child's parent the nature of and response to the incident. In the absence of the Headteacher, this shall be the responsibility of the class teacher. Preferably, the member of staff present at the incident should 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 parent knows that their child was involved in the incident.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. (See the Equal Opportunities/Racial Equality policy for procedures to follow in the case of pupil racial abuse).
- 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.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Occasionally, we may use the assistance of external agencies to advise staff regarding strategies for improved behaviour management.

- **The pupil discipline ladder for managing unacceptable behaviour is:**
  1. **Pupil is spoken to by the member of staff who witnessed the incident.**
  2. **Pupil is spoken to by the class teacher**
  3. **Pupil is spoken to by another class teacher.**
  4. **Pupil is spoken to by the Headteacher.**

**Depending on the severity of an incident, sanctions will be given in the following order:**

- **Verbal warning**
- **Time out in the classroom**
- **Time out in another classroom**
- **Time out in the Headteacher's office**
- **Letter home to parents**
- **Phone call home to parents**
- **Loss of privileges**

### **FOUNDATION STAGE SPECIFIC**

#### **Rough and Tumble play, Hurtful Behaviour and Bullying**

We recognise that amongst young children, these require special consideration.

#### **Rough and tumble play and fantasy aggression (Foundation Stage)**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that minor 'teasing' and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. **We discuss teasing as part of circle time so that children learn the consequences for themselves and others.**
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines (**without interrupting the flow of play**), making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## **Hurtful behaviour (Foundation Stage)**

We take hurtful behaviour very seriously. Most Foundation Stage aged children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him."
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children engaging in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and school setting;
  - their parent(s), or staff in the setting, do not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child is exposed to levels of aggressive behaviour at home or elsewhere and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how s/he behaves.
- We consult external specialists (for example from BINO, Barnet Pre-School Inclusion Team etc.) to assist staff with general classroom and pupil specific behavioural management challenges.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary. **This may involve agreeing an Individual Behaviour Programme (IBP) and / or a Pastoral Support Programme (PSP)**

### **Bullying (Foundation Stage)**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;

- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**See our anti-bullying policy for procedures regarding preventing and dealing with situations of bullying in Key Stages 1 and 2.**

### **Drug- and alcohol-related incidents**

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child whilst in school must be taken under the supervision of a teacher or other adult worker.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished with fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- If a parent (or another adult authorised to collect) arrives at school to collect a child and is under the influence of alcohol, we will not release the child into that adult's care - since it would be an offence for that adult to be responsible for the care of a child whilst under the influence of alcohol. We will endeavour to find alternative collection arrangements using named persons on the authorised collection list. If that is not possible, we will contact Social Services or the local police Child Protection team in order to make arrangements for the child to be safely collected and cared for.
- It is forbidden for anyone, adult or child, to bring alcohol or illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- If the offence is repeated, the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **Exclusions**

- We strive 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. We follow the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). This can be found at [www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/)
- The Headteacher 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 Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs (the LA and) the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents (and the LA), and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

This Behaviour Management and Discipline policy is reviewed every 2 years.

**Sara Harris (Headteacher)**

**Signed: Sara J. Harris (Headteacher) Eddy Breuer-Weil (Chair of Governors)**

**Date: June 2007**