Behaviour Policy

September 2024

Contents

1. Aims
This policy aims to:
> Create a positive culture that promotes excellent behaviour and middot, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
> Outline the expectations and consequences of behaviour
> Provide a consistent approach to behaviour management that is applied equally to all pupils
> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance
This policy complies with our funding agreement and articles of association.

3. Definitions
Misbehaviour is defined as:
> Disruption in lessons, in corridors between lessons, and at break and lunchtimes
> Non-completion of classwork or homework
> Poor attitude
> Incorrect uniform
> Lack of respect and not following instructions
> Bad language/swearing

Serious misbehaviour is defined as:
> Repeated breaches of the school rules
> Any form of bullying

- Sexual violence, such as assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments, jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of inappropriate images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For further information on how the school deals with bullying, please see our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher
The headteacher is responsible for:
> Reviewing this policy in conjunction with the governing board.
> Giving due consideration to the school's statement of behaviour principles
> Approving this policy
> Ensuring that the school environment encourages positive behaviour
> Ensuring that staff deal effectively with poor behaviour
> Monitoring that the policy is implemented by staff consistently with all groups of pupils
> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
> Monitoring the behaviour across the school carefully

5.3 Staff
Staff are responsible for:
> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour
> Implementing the behaviour policy consistently
> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
> Modelling expected behaviour and positive relationships
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
> Recording behaviour incidents promptly on CPOMS
> Challenging pupils to meet the school's expectations
The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:
> Get to know the school's behaviour policy and reinforce it at home where appropriate
> Support their child in adhering to the school's behaviour policy
> Inform the school of any changes in circumstances that may affect their child's behaviour
> Discuss any behavioural concerns with the class teacher promptly
> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:
> The expected standard of behaviour they should be displaying at school
> That they have a duty to follow the behaviour policy
> The school's key rules and routines
> The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
> The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At HPS, to promote excellent behaviour, all staff follow our visual behaviour system, This system is in every class in the school and is used by any member of staff. It is a series of steps upwards in which children are rewarded and recognised for good behaviour. For undesirable behaviour, a child is given a warning with specific directions as to what the misdemeanour is. If a child perseveres with the undesirable behaviour, he/she is 'moved down' on the behaviour chart and a consequence given. If the behaviour persists, the child is moved down again. After that, a member of SLT is called to support the child. This is logged on CPOMS and parents called.

There is a weekly recognition of good behaviour with certificates.

Any child who is moved 'down' is moved back at the end of the day so each day is a fresh start. Moving up the chart to reach the 'sun' lasts throughout the week.

There is a system of house points too which is across the school to encourage good behaviour through healthy competition.

Class teachers can use individual reward systems that feed into the school behaviour system.

Pupils are expected to:.
> Behave in an orderly and self-controlled way
> Show respect to members of staff and each other and talk in a befitting manner
> In class, make it possible for all pupils to learn
> Move quietly around the school
> Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

No mobile phones are permitted in school at any point. If a child is found with a phone, it will be confiscated for a week and parents will then have to collect it from the Headteacher. We strongly discourage any children at HPS from having their own mobile phone. It is unnecessary and directly in contrast to the school ethos. However, if a parent feels strongly that their child requires this for safety to and from school, it must be discussed with the Headteacher and then handed in first thing in the morning and collected once school is over.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.
They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Use the behaviour system in classrooms consistently

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's care agency is appropriate. Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
Positive behaviour will be rewarded with:
Verbal praise
Moving up to the sun

House points
Whole class rewards

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand and reminder of the expectations of behaviour
- A warning of what the misdemeanour is and moving down the behaviour chart with related consequences at each stage.
- If the child moves to storm cloud, parents will be called and a letter of apology to be written by the child (age appropriate)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Confiscation
Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search
> Assess whether not doing the search would put other pupils or staff at risk
> Consider whether the search would pose a safeguarding risk to the pupil
> Explain to the pupil why they are being searched
> Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
> Explain how and where the search will be carried out
> Give the pupil the opportunity to ask questions
> Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, deputy headteacher or Head of Kodesh to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

> Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

    Bags and desks

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

> What happened
> What was found, if anything
> What has been confiscated, if anything
> What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's care agency is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)
> Travelling to or from school
> Wearing school uniform
> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school
> Poses a threat to another pupil
> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil
> It could have repercussions for the orderly running of the school
> It adversely affects the reputation of the school
> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
> Proportionate
> Considered
> Supportive
> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
> Responding to a report
> Carrying out risk assessments, where appropriate, to help determine whether to:
  Manage the incident internally or: Refer to children's care agency or: Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's care agency may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policyfor more information on responding to allegations of abuse against staff or other pupils.

8. Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:
> The pupil was unable to understand the rule or instruction
> The pupil was unable to act differently at the time as a result of their SEND
> The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Behaviour management will also form part of continuing professional development.

13. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board least annually.

Last reviewed on:	September 2024
Next review due by:	September 2025

Hebrew Primary School behaviour system

Children generally move up and down in increments of one step. If there is a serious behaviour incident, a child can be moved straight to storm cloud:

		Behaviour	Reward/Consequence
	3.SUN	Outstanding effort. Outstanding behaviour, kindness, care, concern, respect and tolerance.	Sent to a member of SLT-name inscribed in Sun Book. Certificate in assembly. Name in newsletter. Given a lanyard to wear for the week.
	2.MARBLE JAR	Continued star pupil behaviour such as: continued effort, kindness, respect, concentration etc	A marble is placed in the jar. A collective reward to be decided with the class.
	1.STAR	General positive classroom behaviour and effort Helping friends/sharing Following instructions / Concentrating Respect and tolerance	Children who reach this will be given a sticker. KS2-10 House points. *(House Points can still be used for any other good behaviour/effort across the school.)*
	PALM TREE	All children's names are on the Palm Tree. Maintaining steady, positive behaviour and remaining on the Palm Tree is praiseworthy.	
	1.CLOUD	Calling out/ Minor disruptions in class/assembly Interfering with others' work Delaying beginning of a task Rolling eyes, answering back Low level teasing Playing/ not lining up after the bell / Playing in toilets Taking others' property Misuse of school property Being unkind to other pupils	Verbal warning. Adult to reinforce what is appropriate behaviour Miss 5 minutes of break. Record on CPOMS.
	2. RAIN CLOUD	Persistent cloud behaviour Offensive language Deliberately annoying other children Defiance/lying/stealing Pushing or jumping on the stairs/corridors Inappropriate behaviour in toilets Ignoring adult's instructions Deliberately interfering with another child's play Deliberate minor aggression	Teacher warns child and reinforces expected behaviour. Teacher contacts parents via email, phone call or letter home. Miss 10 minutes of break. Written apology expected to be handed to teacher the next morning. If this is not done, child to be kept in at lunchbreak until done. Recorded on CPOMS
	3. STORM CLOUD	Persistent raincloud misbehaviour Deliberately leaving the classroom without permission Persistent misuse of toilets Persistent behaviour that disrupts the learning of the class Any form of harassment or child on child abuse Verbal abuse/swearing at teachers or other children Deliberately damaging school property Persistent bullying Fighting /Harming other children Dangerous behaviour, e.g., throwing objects	SLT involvement. Child to write an apology. Contact with parents. Record incident in Storm cloud book and write up incident on CPOMS. Pupil behaviour plan/ Risk assessment may be required. If a child is judged to be a danger to him/herself or others or there is significant cause for concern such as child on child abuse, exclusion is at the discretion of the Headteacher. This may take the form of: 1. Exclusion of 1 – 5 days 2. Fixed term exclusion up to 45 days 3. Permanent exclusion