
1. MISSION STATEMENT

- 1.1 At Beis Yaakov we believe everyone has a right to learn and work within a safe and secure environment. This behaviour policy is the embodiment of that ideal.
- 1.2 We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a respectful and supportive way. It aims to promote an environment where all feel happy, safe and secure.
- 1.3 The school serves the Orthodox Jewish Community by offering a broad and balanced Jewish and secular education, rooted in an ethos of Torah values, to girls aged between 3 and 11. At Beis Yaakov Primary School we endeavour to produce mature, caring, respectful, well-educated young girls with a communal identity and a sense of responsibility. Our main aim for the pupils is for them to continue to grow both in מדות טובות and דרך ארץ whilst also progressing successfully, at their own individual pace, in all academic areas.
- 1.4 Our school acknowledges that being a community school brings both positive elements and challenges; these are all addressed within our behaviour policy with respect to the communication between pupil and teacher. It is the responsibility of the staff to maintain professionalism at all times.

2. THE PURPOSE OF THE POLICY

- 2.1 The purpose of this policy is to provide an overview of the powers and duties of school staff with regard to behaviour and discipline at Beis Yaakov Primary School.
- 2.2 This policy should be read with reference to the following policies: Safeguarding and child protection; Anti- Bullying; On-line Safety; Teaching and Learning; Health and safety; Data Protection; Complaints
- 2.3 This policy was written with involvement of Senior Leaders, staff and children. We have also included stake holders of our school including leading members of our BYMA, Beis Yaakov Mothers Association and a Parent Governor in discussions.

3. REVIEW DATE

- 3.1 This policy will normally be reviewed annually, applying regard to any guidance or advice from the DFE or Barnet LA in the interim.

4. PUBLICATION

- 4.1 The school policy will be publicised to staff, parents and pupils at least once a year and will be available on the school website.

5. HOME SCHOOL AGREEMENT

- 5.1 The school recognises that education is a partnership with parents. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to Beis Yaakov.

6. DEVELOPMENT OF THE POLICY

- 6.1 Following the DfE advice for head teachers and school staff reviewing "Behaviour and discipline in schools" the following aspects of school practice were considered as key elements in improving the quality of pupil behaviour.

- A consistent approach to behaviour management.
- Strong school leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies

6.2 This policy will also clarify the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

6.3 This policy also acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

7. BEHAVIOUR EXPECTATIONS

7.1 At the start of every academic year a session is scheduled within the timetable to allow all teachers to discuss, negotiate and agree class rules bearing in mind general school rule parameters and the age and maturity of the pupils. These class rules are revised and referred to throughout the year.

7.2 Individual teachers have the responsibility to tell pupils at the start of the year and at the start of each lesson what is expected of them according to the task.

7.3 Expectations

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- We expect children to behave as they know we expect.
- We expect children to work co-operatively with the teacher and each other.
- We expect children to show respect for all staff and other children.
- We expect children to respect the school environment and its resources.
- We expect children to demonstrate good manners at all times.
- We expect children to demonstrate tolerance and respect for people outside our school community.
- We expect children to demonstrate tolerance and respect to those with disabilities, and any special educational needs. We expect children to demonstrate tolerance and respect to those that define themselves as LGBT. Indeed, the school will protect and support children that identify themselves as LGBT (or wish to pursue another alternative lifestyle).
- We expect children to demonstrate tolerance and respect to children living in family circumstances different to their own.

8. DISCIPLINE IN SCHOOL

8.1 Teachers and all paid staff such as teaching assistants and office staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

8.2 Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- 8.3 In certain circumstances teachers can confiscate pupils' property. This will be kept in the office for the child or parent (as appropriate) to collect at the end of the day.
- 8.4 **General guidelines to all staff at Beis Yaakov**
- Be role models by setting high standards of speech, dress and manner at all times.
 - Every child is your responsibility, not just those you actually teach.
- 8.5 Our policy is to be observed by **all** members of staff, both Kodesh and Chol, including teachers, TAs, office and finance staff, mealtime supervisors, cleaners and any other adult working in the school. The policy is followed in all areas of the school including in the classroom, corridors, and playground and anywhere the children are assembled. Staff are required to watch out for any signs of good behaviour and of course unacceptable behaviour, and address it as stated in the policy, ensuring that all children have the opportunity to enjoy a happy and successful day in school.

9. REWARD SYSTEMS AT BEIS YAAKOV

- 9.1 In order to continuously encourage our pupils to behave well, we have a reward system in place throughout the school.
- 9.2 Teachers use age appropriate rewards including –
- Positive feedback on work
 - Stickers
 - Phone calls home
 - Postcards posted home
 - House points
 - Whole class rewards such as filling a marble jar
 - Golden time
 - A few minutes additional break

10. MOTZOSI CHEIN AWARD

- 10.1 This is our weekly award given to a pupil from each class, who has excelled or made good personal progress at their own level in areas such as, derech erez, good middos, kindness to others and academic achievement in any given subject. In addition to this, the pupil who is chosen to receive this award will have to have displayed excellent behaviour throughout the week. Children throughout the school know it is a privilege to receive this award in our KSI and KS2 Erev Shabbos Assemblies on a Friday. This award system impacts the behaviour in the school as a whole with everyone sharing one incentive.

11. HOUSE POINTS FOR KS2

- 11.1 The school is divided into 4 teams and all staff have coloured tokens to reward positive behaviour encouraging team spirit. These will be displayed in each class, a colour for each team. Every week they are transferred to large, clear tubes in the entrance hall for collection at the end of each term.
- 11.2 The winning team is announced and rewarded with a prize at the end of term.

12. MANAGING POOR BEHAVIOUR

- 12.1 At Beis Yaakov, staff need to feel supported by the Headteacher and Menahel, Senior Leadership Team and Phase Leaders. We also recognise that teachers need to be empowered to manage their class in a way they feel comfortable.

- 12.2 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 12.3 The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 12.4 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.
- 12.5 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 to create the plan and review it on a regular basis.
- 12.6 All staff encourage positive behaviours. We recognise that at times, children's behaviour may fall short of what we would expect. Staff are encouraged to use reminders and other low key corrections before using the next steps of our behaviour policy.
- 12.7 The following system is in place to support teachers and should be made clear at the start of every academic year in an age appropriate manner.
- 12.8 **The 4 Levels** - There are four levels to our behaviour management policy.
- Level 1:** This refers to occasional low level disruption such as humming, chatting, not following instructions and disturbing a neighbour in class.
- Level 2:** This refers to repeated low level disturbance after the girl has been reminded to stop, and it appears that this girl is **intentionally** disturbing.
- Level 3:** This refers to intentional behaviour that is not acceptable in the classroom and has not responded to a teacher's management of level 1 and 2.
- Level 4:** This refers to Level 3 behaviour that is repetitive. This also includes zero tolerance type of behaviour such as kicking, swearing, racist, homophobic, SVSH (sexual violence and sexual behaviour) comments or behaviour, or any other physical hurting. This is not an exhaustive list.
- 12.9 Staff will respond to these types of behaviour in the following way:
Level 1 and 2 is managed in class by the class teacher or assistant. This may include a glance, a reminder, brief explanation about how to return to good behaviour, moving seats, time out within class, warning card system, recording name in class behaviour log and other similar strategies. See appendix.
- 12.10 Level 3 and 4 follow the behaviour strategy that follows a clear path of time-out with class work and a reflection sheet to complete. Phase leaders and SLT will be involved to decide further actions based on the incidents and the needs of the child. Level 3 and 4 include reflection sheets for the child to complete in a designated place. Reflection sheets will be followed up by the class teacher.

(Reflection sheet 1. Pupils have the opportunity to reflect on negative behaviours and consider how to avoid future incidents. Class teacher may contact the parents/carers.

Reflection sheet 2. Reflection sheet is sent home for parental signature. The class teacher/phase leader will contact the parents by phone. We expect parents/carers to discuss and support pupil to make a positive improvement. Parents/carers must return the signed reflection sheet the following day.

Reflection Sheet 3. This will also require a parental/carer signature to be returned the following day. Parents/carers are invited to meet with teachers to plan a suitable response to help pupil meet age expected behaviour.

All reflection sheets are recorded and behaviour is monitored.

Although parents/carers will be informed as the teacher feels appropriate throughout the process, parental/carer involvement is crucial at level 4 and parents will be invited to meet with staff, including Class teachers, phase leaders and members of SLT to discuss the way forward.

- 12.11 We recognise that this system of consequences might not be suitable for some individual pupils. We take advice from the SEND department and other professional agencies to create a bespoke programme to develop more positive behaviour so that they can participate more fully in class.

13. CORRIDORS

- 13.1 Pupils are expected to walk in an orderly fashion in the corridors and talking must be at a suitable volume. No eating is allowed on the corridors or staircase. Pupils are not allowed inside by themselves during break time or lunch time. If a member of staff finds a pupil inside, he/she will gently usher them out. If pupil becomes difficult or refuses to go outside, then the teacher can follow the behaviour strategy as listed above.

14. PLAYGROUND

- 14.1 There are teachers on duty during all breaks and lunchtimes. If they see any unsuitable behaviour they will remind the pupils how to behave and if necessary follow the behaviour strategy as above.

15. TIME OUT

- 15.1 In certain circumstances, a child may need to have some 'time out' in order to cool down or have time away from the classroom or other pupils. 'Time out' will be for a short amount of time and in a designated area that is supervised.

16. EXCLUSION

- 16.1 In extreme cases, there is the possibility of internal or external exclusion from the class, either temporarily or permanent. In a case of temporary or permanent exclusion, the school works closely with the Local Authority Exclusions Officer and follows all Government guidelines. In some cases, we may be able to explore an alternative to exclusion by arranging for a child to spend some days in another Barnet school, together with an adult from Beis Yaakov Primary.
- 16.2 Teachers are expected to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher should refer to the 4 levels and the strategies to employ at each level. It should be borne in mind that, to be lawful, the punishment must satisfy 3 conditions –

1. Must be done by a paid member of staff or a member of staff authorised the Head Teacher
 2. Made on school premises or while the pupil is under the charge of the member of staff.
 3. Must not breach any other legislation.
- 16.3 A consequence must be proportionate and must take account of the pupil's age, any SENs or disability.
- 16.4 School staff, in discussion with Senior Leaders and Phase Leaders should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether involvement of other agencies is relevant and or necessary or whether a behaviour management plan or pastoral support plan needs to be in place for the pupil.
- 16.5 Notes of meetings and any discussions should be kept as a record of how decisions have been reached.
- 16.6 **Barnet Exclusions Team Contact Details:**
- Mary Meola - Exclusions Officer - MaryHanna.Meola@Barnet.gov.uk / 020 8359 7295.
 - Tracy Parrott – Interim Exclusions Lead - Tracy.Parrott@Barnet.gov.uk
 - Suspension letters and PEX notifications to exclusions@barnet.gov.uk

17. PHYSICAL RESTRAINT

- 17.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, the guidance explains.
- 17.2 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 17.3 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
 - Hurting themselves or others
 - Damaging property
- 17.4 There are occasions when the use of force is appropriate. Incidents of physical restraint 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 and reported to SLT
- 17.5 Some members of staff are trained in the manual restraint method supported by Barnet and are able to support as necessary.

18. BEHAVIOUR LOGS

- 18.1 Every member of staff may record an incident or concern in the behaviour log. They record how it has been addressed and may include incidents from both in and out

of the classroom. Both this log and the reflection sheets record (see 12.8) are monitored by a member of SLT to check for patterns of behaviour and to provide guidance and support where necessary.

- 18.2 The behaviour could include:
- concerns about bullying
 - disruptive behaviour in the classroom
 - playground issues
 - concerns raised by parents regarding behaviour issues.

19. MOBILE PHONES AND SMART TECHNOLOGY

- 19.1 Pupils are not permitted to bring to school mobile phones and other "smart technology", i.e., smart watches, tablets, and/or any device with the ability to send and/or receive notifications or messages.
- 19.2 These devices are not permitted at any point in the school day, including, in the morning before lessons start, between lessons, during lessons, breaktimes, lunchtimes, home time and on school trips or events.
- 19.3 If any pupil is found to be in possession of a mobile phone, or any form of "smart technology", then this will be confiscated. The pupil's parents will be informed, warned, and asked to collect the device from school.

20. OFF-SITE BEHAVIOUR

- 20.1 The law allows teachers to discipline pupils for behaviour outside the school gates "to such an extent as is reasonable". Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

21. HOMEWORK

- 21.1 Pupils are expected to consolidate their learning at home from an early age.
- 21.2 In Early Years and Key Stage 1 teachers will liaise with parents if work is not completed in a timely manner.
- 21.3 In Key Stage 2 pupils are expected to do regular revision and reading practice at home. Pupils are usually given two nights to complete written homework.
- 21.4 If homework is not submitted in Key Stage 2 any one of the following steps will be taken:
- Discussion between teacher and the pupil to understand the importance of homework
 - Discussion between teacher and the pupil to find out the reasons for why the pupil has been unable to complete it.
 - Discussion between teacher and parents / guardians
 - Completion of the homework on the next night or during a break time in school.
 - Parents / guardians may be called in to meet with the teacher and their child.

22. BULLYING

- 22.1 Please refer to our Anti Bullying Policy.

- 22.2 At Beis Yaakov Primary School, we are aware that pupils may be bullied and we recognise that preventing, raising awareness and consistently responding to any cases of bullying is a priority to ensure the safety and well-being of our pupils.
- 22.3 We recognise that bullying can take place at any point in the school day and out of school too. We are a 'telling' school, whereby anyone who knows that bullying is happening is expected and encouraged to tell another adult. We want everyone in the school community to feel safe and secure.
- 22.4 At Beis Yaakov we will not tolerate bullying and/or cyber bullying in any form. Bullying is a form of anti-social behaviour repeated frequently over a period of time and has the intention of hurting or harming another or others emotionally or physically. All staff are trained on what steps to take if a pupil raises a concern with them.
- 22.5 In line with the Equality Act 2010, We, at Beis Yaakov:
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- 22.6 **Behaviours hinting at radicalisation**
** Also see Safeguarding Policy.*
- 22.7 Under the Prevent Duty (DfE 2015) there are four key duties:
- Identifying local risks
 - identifying at risk students
 - Working in partnership with other agencies
 - keeping children safe online, where much of the radicalisation takes place.
- 22.8 The Prevent duty applies to all schools. At Beis Yaakov, we build pupils' resilience to radicalisation by promoting Fundamental British Values in the curriculum and elsewhere in school life.
- 22.9 There is, though, the issue of recognising behaviours leading to radicalisation. At Beis Yaakov, the Designated Person for Safeguarding and Child Protection will undertake Prevent awareness training and will be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. This will also come through INSET for all staff.
- 22.10 **What to do**
If behaviours hinting at any form of radicalisation are recognised by staff or a member of staff in a school has such a concern about a particular pupil, they should follow the school's normal safeguarding procedures and the concern should be brought to the attention of the Headteacher (Designated Person for Child Protection) straight away in confidence. If required, they will be provided with access to further support and advice.
- 22.11 The Department for Education also has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

23. STAFF DEVELOPMENT AND SUPPORT

- 23.1 The behaviour policy is shared with staff at the start of every academic year.
- 23.2 Senior leaders, all experienced teachers, are available throughout the school day and at the end of the day to offer support to colleagues.
- 23.3 NQTs and new members of teaching staff all have a phase leader who is a senior leader, who has demonstrated strong behaviour management strategies and who can offer advice and support regarding behaviour and classroom management.
- 23.4 All staff have access to courses in Barnet and the school supports attendance at courses run by outside agencies.

24. IF A PUPIL MAKES AN ACCUSATION AGAINST A MEMBER OF STAFF

- 24.1 Any accusation is taken very seriously and is addressed by the Head Teacher, or in her absence a Deputy or member of the safeguarding team.
- 24.2 Two people are always present when any accusation is recorded.
- 24.3 The Head teacher will also consider the pastoral needs of staff accused of misconduct.
- 24.4 The Head teacher will decide the best next steps. At all times the school will work within the guidance and with the support of the HR department of Barnet.
- 24.5 If there are any safeguarding concerns noted then the necessary authorities will be informed at the earliest opportunity.
- 24.6 All notes of meetings will be kept in the safe.
- 24.7 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it.
- 24.8 Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

APPENDIX A

Suggested strategies for staff to use:

Non-verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- '..... you are talking', '.....you're pushing' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour, turns around thank you. give his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – '..... Our rule is that we put our hands up to answer.' '..... remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here girls?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour.
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies.
Choices and Consequences	Enable a pupil to take responsibility for his own actions '..... I have asked you to move away from, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	When these strategies have been used and the disturbances are not acceptable for the classroom, move to level 3 of our procedure where there is a fixed system for a pupil to work out of the classroom for a specified amount of time.

Ratified by the Governing Body

Signed: 

Chair of Governors

Date: 20th March 2024

This policy will be reviewed on or before the following date: March 2025