



INDEPENDENT JEWISH DAY SCHOOL
an ACADEMY

Behaviour Policy

Date: September 2023
Review Date: September 2025

INTRODUCTION

The primary aim of our behaviour policy is to promote good relationships, in keeping with the principles of our Torah teaching, with the common purpose of helping everyone to learn.

In the IJDS, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential. We are a caring community, whose values are built on mutual trust and respect for all.

At Independent Jewish Day School Academy, we aim to:

- Promote a high standard of behaviour, where children are ready to learn
- Promote self-discipline, respect for others, and acceptance of responsibility for our own actions
- Create and maintain a positive, safe and orderly school climate where effective learning and teaching can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment
- Instil kindness as a value

Our aims are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable behaviour
- A school atmosphere is created which is consistent and caring
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of poor behaviour choices and which are applied consistently and fairly within the school in a calm and considerate manner

SCHOOL RULES AND GENERAL CLASSROOM RULES

All children are expected to follow the school's rules which are:

- READY
- RESPECTFUL
- SAFE
- KIND

These rules are displayed in each classroom. The meaning of each of these words (and how we can show that we are READY, RESPECTFUL, SAFE, KIND) are revised and reviewed between pupils and Chol/Kodesh teachers at the beginning of each academic year, and throughout the year at assemblies.

We recognise that behaviour management is an essential part of creating a positive school culture where everyone can achieve their full potential. To this end, we have adopted the Class Dojo and the 1,2,3 Magic approaches for our behaviour management.

PHILOSOPHY

The 1,2,3 Magic approach is based on the principle that positive behaviour should be encouraged and negative behaviour (STOP behaviours) should have consequences in

order to reduce them. When STOP behaviours occur, students are given a clear warning (the “1” in 1,2,3 Magic), followed by a second warning (the “2”) if needed. If the behaviour persists after both warnings, the child will be given a time-out (the “3”).

Class Dojo is an online tool that helps us reinforce positive behaviours and track negative behaviours (the “3”), this allows us to reward positive behaviour in a timely and effective manner.

POSITIVE BEHAVIOURS

We encourage all students to demonstrate positive behaviour that aligns with our ethos and values; this includes our values of ready, respectful, safe and kind. When students demonstrate positive behaviours, they will receive points on their Class Dojo account. Children aim to achieve their Bronze, Silver and Gold dojo awards through consistently showing positive behaviours both in and out of the classroom.

Positive reinforcement may take the form of, but are not limited to:

- Verbal acknowledgement of good behaviour by Chol and Kodesh teachers
- Special mention in school assemblies
- Positive message sent home
- Individual rewards such as stickers, stamps and certificates
- Class rewards such as trips to local parks and special activities based on the dojo point system
- Pupils work displayed throughout the school and in classrooms
- Children sent to the headteacher for a sticker and place in the golden book
- Certificates given out weekly for star of the week and work of the week, names in the newsletter

NEGATIVE BEHAVIOURS

When negative behaviour occurs, the following consequences will apply:

- First Warning (1) – The student will receive a verbal warning, reminding them of the expectation for their behaviour
- Second Warning (2) – If the negative behaviour continues, or a subsequent different behaviour starts up, the student will be given a second warning, reminding them to stop engaging in negative behaviours
- Third Warning (3) – If the negative behaviour continues, the child will receive a “3”, their names will be written in the class behaviour book.

3's are monitored by the class teacher and SLT and if this becomes a recurring problem, parents will be called, or asked to come into school for a meeting, to discuss their child's behaviour. Numbers of 3's are reviewed by SLT at termly pupil progress meetings with the teacher.

EXTREME BEHAVIOUR

Occasionally children might misbehave in a more extreme way in which we deem unacceptable and therefore bypass a 1,2 or 3 as this is a warning system. Examples of these behaviours would be: physical or verbal violence, swearing or vandalism. In these circumstances children may jump to a “Step 4” and parents will be contacted immediately and consequences agreed on a case by case basis with some resulting in an internal exclusion. All these incidents will be recorded in CPOMS.

PARENT INVOLVEMENT

Parents are an integral part of helping their child succeed in school. They will be informed of the school behaviour policy and their role in enforcing it at home. Parents may also be notified of negative behaviour and consequences, and may be invited to work with teachers to help their child improve their behaviour.

Please see attached the Parent Information Sheet (Appendix A), that gives parents a clear and brief summary of 1,2,3 Magic and how best to support this from home.

CHALLENGING BEHAVIOUR / SEN PUPILS

In the case where a child's attitude and behaviour is not responding to the system of rewards and consequences and there is persistent inappropriate behaviour the following stages will be followed:

- Stage 1: The class teacher and AHT/SENDCo will talk to the pupil and make him/her aware that the behaviour is inappropriate. The pupil will have a chance to make better choices and improve behaviour.
- Stage 2: Parents will be told of the concerns about that child's behaviour and discussions with them will start taking place. The child will be placed on report which will be monitored by the class teacher and AHT/SENDCo.
- Stage 3: Professionals from the SEN department and possibly outside agencies are involved.

ECA

After-school and lunchtime clubs are organised by the school through the ECA. The school uses providers who have the appropriate safeguarding documents.

Excellent behaviour, including listening and respecting adults and taking turns and respecting the rights of all participants is expected in clubs and many of these clubs operate a 'third warning and out' policy. The child will be warned once and on the second warning, parents will be informed. The third warning will result in exclusion from the club and this is handled by the club providers.

INCIDENT REQUIRING RESTRAINT OF A CHILD

There are many definitions of restraint. The most recent, from the DSCF 2010, states that Restraint is 'Physically preventing a pupil from continuing what they are doing, usually after verbal commands have failed or likely to fail, this is used in extreme circumstances such as fighting'. The Department of Health defines restraint as "the positive application of force with the intention of over-powering the child". By definition, restraint is when force is applied, normally against resistance, without the person's consent. The aim of any restraint technique therefore, must be to overpower the subject to restrict movement via immobilisation. This should only be carried out in circumstances that the child might cause harm to others or to the child themselves and only by a member of staff who is certified to carry out the restraining. It is a very rare occurrence for us to need to use restraint but we are ready to do so if necessary.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting Headteacher) has the authority to exclude a child from school. Further details of this policy can be found on the school website under suspension policy.

THE 4 ZONES OF REGULATION

Our aim is to guide and support a child to self-regulate before they reach any consequences.

If a child needs time out to regulate, this should be issued at the discretion of the teacher (at any point) and is not a punishment. These can take place in/out of the class. Possible regulation activities:

- Quiet time in the class library
- Quiet time in the Wellbeing Zone (each class has a dedicated area)
- 5 minutes mindfulness breathing (app on the iPad guidance)
- Run 2+ laps around cage
- A drink and some fresh air
- 5 minutes quiet reading/other quiet activity

The 4 Zones of Regulation is a systematic, cognitive behavioural approach that we refer to when teaching self-regulation. It categorises all the different ways we feel and the states of alertness we experience in four concrete coloured zones. The Zones framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Every class has a 4 Zones of Regulation display to help pupils identify their emotions and to help them regulate.

MEALTIME SUPERVISION

Mealtime supervisors have the same authority as other school staff with regards to discipline; each supervisor will report incidents to the class teacher at the end of the lunchtime period. Like all other staff, Mealtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement. If a child is unable to manage themselves in the playground at lunchtime and perceived to be at risk of harming themselves or others by not following adult instruction the mealtime supervisor will send for help via the walkie talkie system. A member of SLT will respond to the situation.

BREAK-TIME SUPERVISION AND OUT OF CLASS BEHAVIOUR

Children should be supervised out of the classroom, at break-time, lunchtime and moving around the school. An adult should be at the head of the line at all times.

Children should be reminded how to move around the school, enter and leave the school building in a safe and sensible manner. During the morning, afternoon and lunchtime breaks, teaching staff will be on duty on a rota basis. The head teacher will be responsible for deciding whether children should be taken indoors in severe weather conditions. Staff should follow the wet weather duty rota.

SCHOOL VISITS AND OUT OF SCHOOL ACTIVITIES

Expectations for behaviour on school visits and out of school activities remain as those for school. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parent and on occasions may request them to accompany their child on a visit.

Dated: October 2023

Appendix A

1-2-3 Magic Parent Information Sheet

The program, **1-2-3 Magic** was created by Thomas Phelan Ph.D. and experienced teacher Sarah Jane Schonou. The program revolves around two types of behaviours, “start” behaviours and “stop” behaviours. The “start” behaviours describe behaviours teachers/staff would like a student to “start”, such as cleaning up their area, completing work, remaining on task and behaviours. The “stop” behaviours include actions we want the child to discontinue. Some of these behaviours may include poor attitude, answering back, talking excessively or being disrespectful.

To address “start” behaviours, we will continue to use other positive rewards and strategies that have been implemented in the past. For example, star of the week and world of the week awards, Dojo points, Headteacher’s Golden Book, verbal praise, positive reinforcement etc.

To address “stop” behaviours, teachers will use the “counting” method 1-2-3 Magic. The key to this method is the “no-talking, no-emotion” rule. If a child displays a “stop” behaviour, the teacher will begin to count starting at 1, pausing and giving the child time to adjust his or her behaviour, before the teacher says the next number. This acts as a clear warning and gives the child the opportunity to ‘stop’ what they were doing wrong.

If your child receives a 3 several times on a given day or week, they will be referred to a member of SLT and a call will be made home to discuss the next steps for the child.

For more information, there are many websites that explain 1-2-3 Magic as well as books if you are looking. Also, there is a parent version that you may want to try at home with your child – it has been proved very successful with children who display ADHD tendencies. Please take time to talk about positive behaviours with your child regularly.

