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Behaviour Policy

Date: September 2026

Review Date: September 2027

כי נר מצוה ותורה אור

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies

- Anti-bullying policy
- E-Safety policy
- Safeguarding and Child Protection policy
- SEND policy
- Suspension policy
- Restrictive Physical Intervention Policy

INTRODUCTION

The primary aim of our Behaviour Policy is to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. We also aim 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

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- [Use of reasonable force in schools 2026](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

BEHAVIOUR PRINCIPLES AT IJDS

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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.

NEGATIVE PHYSICAL 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. Where a child displays negative physical behaviour, such as kicking, punching, biting, strangling and vandalism (this is not an exhaustive list), a step by step restorative justice process will be followed to ensure that behaviours do not persist.

All of the below will be dealt with on a case by case basis based on the severity of the situation and the needs of the individual child.

1 – A half day internal exclusion (decided by SLT) - where the child completes their classwork in a different area of the school, with parents informed.

2 – A full day of internal exclusion (decided by SLT) with parents informed.

3 – Parents called in to meet with the Headteacher, along with the child and other members of the SLT/DSL team as needed.

4 – Child on report

5 - External exclusion in line with governor and local authority approval

All the above will be minuted and logged on CPOMS.

NEGATIVE VERBAL BEHAVIOUR

At IJDS, we expect all stakeholders to speak kindly and positively towards each other. Negative verbal behaviour is not tolerated and does not fall under the Ready, Respectful, Safe and Kind values. Where a child displays negative verbal behaviour, such as verbal coercion, name calling and manipulative behaviours, a step-by-step restorative justice process will be followed to ensure that behaviours do not persist.

1 – A separate conversation with the victim, and perpetrator with a member of staff.

2 – A phone call to the perpetrator's parents.

3 – Break time away from the perpetrators class for up to a week.

4 – Parents of the perpetrator called in to meet with the Headteacher, along with the child and other members of the SLT/DSL team as needed.

All the above will be minuted and logged on CPOMS. Any further incidents will be dealt with on a case by case basis – please see bullying behaviours and our anti-bullying policy.

CHILDREN ON REPORT

Where necessary, and following agreement with the Senior Leadership Team (SLT), a child may be placed on a behaviour report system to support and monitor improvements in their conduct. This system will involve setting clear, achievable targets and regularly reviewing the child's behaviour throughout the school day. Parents or carers will be informed, and the report will be used as a supportive tool to encourage positive choices, recognise progress and provide consistent feedback between staff, the child and home.

TEAM TEACH

On the occasion that a student is a danger to others or themselves, it might be necessary to use restraint methods. A number of staff have been trained to use 'positive handling' which includes a wide range of supportive strategies for managing challenging behaviour. Staff will support all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

BULLYING BEHAVIOURS

Bullying is defined as the targeting of an individual/s by another individual/s over a period of time, 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)
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)

These can happen face-to-face or online.

The IJDS academy has a zero-tolerance approach to bullying behaviours.

With a first incident of bullying, those responsible will be given the opportunity to explain their actions, parents informed about their actions and likely, an internal exclusion will take place. An internal exclusion means that the child will be in another classroom with work set for them by their regular teacher/s. They will report to the relevant member of SLT in the morning, who will check in on them during the day.

Should incidences reoccur with the same perpetrator, the Headteacher / DSL / Behaviour Lead will consider the grounds for suspension, as noted in the Suspension Policy. Each case will be determined on a case-by-case basis and any decision to suspend a pupil will be lawful, proportionate and fair, with respect to the legislation relating directly to suspensions and the school's wider legal duties. All suspensions will be formally recorded.

The governors will consider any representations made by the parents in regard to the suspension. Parents, the Headteacher and where applicable a member of the Local

Authority will be invited to attend any consideration of suspension and will be able to make representations.

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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

EMOTION COACHING

At IJDS, we use emotion coaching to help children understand, regulate, and express their feelings in positive ways. Emotion coaching provides children with the tools to manage strong emotions and make better behaviour choices. The steps include:

- **Noticing and naming emotions** – adults tune in to the child's feelings and label them clearly.
- **Validating emotions** – children are reassured that their feelings are understood and normal.
- **Setting limits** – children learn that while all feelings are acceptable, some behaviours are not.
- **Problem-solving together** – adults and children work together to find positive ways forward.

When behaviour does not meet expectations, restorative conversations are used. These discussions encourage reflection, responsibility, and repair. By focusing on the impact of choices, and exploring what could be done differently next time, children are supported to build stronger relationships and make positive behaviour choices (see Appendix B)

At IJDS we use all these tools in conjunction with the Zones of Regulation to ensure that children have all the tools and strategies needed to make positive and informed choices with regards to their behaviour.

ROLES AND RESPONSIBILITIES

The Governing Board

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

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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.

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.

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.

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.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

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. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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. These may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

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 DHT/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 DHT/SENDCo.

- Stage 3: Professionals from the SEN department and possibly outside agencies are involved.

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).

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.

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.

INCIDENTS 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, having completed the Team Teach training. It is a very rare occurrence for us to need to use restraint but we are ready to do so if necessary.

RESTRICTIVE PHYSICAL INTERVENTION

Restrictive physical intervention or physical restraint is the positive application of force in order to protect/prevent a pupil from causing injury to him/herself or others or seriously damaging property.

Injury means 'significant injury' - this would include actual or grievous bodily harm, physical or sexual abuse, risking life, or injury to themselves or others, by wilful or reckless behaviour. Please see the policy for more information.

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 Headteacher 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 parents and on occasions, may request them to accompany their child on a visit.

MONITORING ARRANGEMENTS

Monitoring and evaluating behaviour

The school will collect data on the following, at different intervals during the course of the year:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every week, half term, term, annually (depending on needs and the data being analysed)] by SLT and the DSL Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

Dated: September 2026

Appendix A

1-2-3 Magic Parent Information Sheet

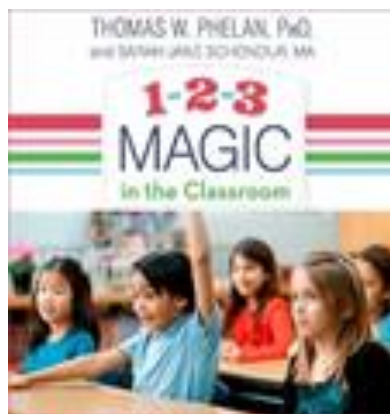
The program, **1-2-3 Magic** was created by Thomas Phelan Ph.D. and experienced teacher Sarah Jane Schonou. The program revolves around two types of behaviours, “start” behaviours and “stop” behaviours. The “start” behaviours describe behaviours teachers/staff would like a student to “start”, such as 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.



EMOTION COACHING



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1. Notice the emotion

Be aware of changes in facial expression, body language, or tone of voice that may indicate a child is experiencing a strong emotion.



2. Name the emotion

Help the child identify and label their feeling. For example: 'You look really upset,' or 'That must have been frustrating.'



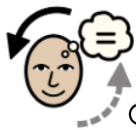
3. Validate the emotion

Let the child know it's okay to feel that way. Example: 'It's normal to feel angry when things don't go your way.'



4. Set Limits (if needed)

Make clear that while all feelings are valid, not all behaviours are okay. Example: 'It's okay to feel upset, but it's not okay to hit.'



5. Problem solve together

Guide the child in thinking of more helpful ways to manage similar feelings next time. Example: 'What else could you try if this happens again?'

