

*Leeds Jewish Free School*

*Behaviour Policy*

*June 2016*

*Review Date: June 2017*

## 1.0 Introduction

***“...to offer provision in Leeds that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This will be underpinned by a strong Jewish ethos.”***

Extract from the Leeds Jewish Free School Vision Statement

A key element for ensuring students can develop these skills and achieve academic success is that we recognise the benefits expounded by Maslow; that to achieve personal success and set personal aspirational goals, a student needs to feel safe, belong, have their material needs met and have positive self-esteem. The school will ensure the highest-possible safeguarded environment through both physical safety, confidence in the highest professional standards from CRB-checked staff and an environment and ethos that tolerates no bullying and fosters the expectation that everyone is valued for who they are.

### **Roles and responsibilities**

The Behaviour Policy will be overseen and monitored by the Executive Headteacher or other nominated senior member of staff. Learning Mentors will support it through their pastoral role. All staff from our education provider will be expected to adhere to this policy.

The policy will be based in the principles of the existing Behaviour Policy used by our partner school, Brodetsky Jewish Primary School.

Behaviour will be managed within this context. For the vast majority of students consistent, constructive behaviour management systems will ensure high levels of behaviour are maintained.

These will include:

High quality and engaging teaching.

A ‘House’ system (as exists within the primary school) with house points ‘coded’ for different school aspects.

Peer leader roles.

Detentions.

Half termly short reports to parents.

### **Aims**

Leeds Jewish Free School will be a caring and positive place of learning where rules and standards are in the best interests of all. This is embodied by the school ethos and core values of:

A strong moral ethic

Developing a joy for learning

Striving for excellence

Self discipline

Support for the local community

The school is committed to ensuring that every person behaves in a responsible and acceptable

manner which demonstrates:

- Care, courtesy and respect for others, regardless of whether they are staff, students, friends or visitors
- Care and respect for each other's property and belongings
- Care and respect for the school environment

The school firmly believes that outstanding student achievement will result from a more effective environment for learning, supported by high standards of teaching which meet the needs of all individuals. As individuals, all students are entitled to their rights while at the same time having responsibilities to ensure the following:

- The right to be safe, valued and respected — free from disruptive violence, bullying and any form of harassment
- The right to work and learn
- The right to be seen as an individual

To enable a clear, consistent and agreed approach towards successful behaviour management, all students have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Positive achievement is encouraged at all times with a whole range of rewards to recognise effort and achievement.

The school wishes to promote the partnership between staff, students and parents/carers to develop good relationships and have high expectations. Communication will be primarily made through the student's tutor, or in their absence, the Deputy Headteacher. The school is committed to ensure that there is:

- A Home-School agreement agreed by staff, parents and students
  - A set of clearly defined rules and procedures
  - An agreed system of rewards and sanctions
  - A systematic approach to disciplinary matters

Bullying will always be taken seriously and will not be tolerated from any member of the school: student or staff.

We will also ensure there is fair treatment for all regardless of age, gender, race, ability, sexual orientation and disability.

**The school staff and students will aim to maintain the highest standard of behaviour at all times.**

### **Consequences**

Students will be allowed to make their own choices, so they can take responsibility for their own behaviour, as they move to becoming increasingly independent learners.

It will be made clear to students at all times that choosing a particular behaviour will also be to choose a consequence.

### **Choices and Consequences**

Rights

Code of  
Conduct

Choices

Classroom  
(Routines)

P Negative

### **Responsibilities of students, the Executive Headteacher and Governing Body**

The school will recognise and adopt the ten key aspects of practice outlined in the Steer Report (2009) that when effective, contribute to the quality of student behaviour:

- A consistent approach to behaviour management, teaching and learning
- School leadership which set high expectations
- Classroom management, learning and teaching
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Student support systems
- Liaison with parents and other agencies

Managing student transition  
Organisation and facilities.

The Executive Headteacher has certain legal responsibilities in developing the behaviour policy and is required to ensure that the measures aim to:

Promote good behaviour and respect.

Prevent bullying.

Ensure that students complete assigned work.

Regulate the conduct of students.

The Governing Body is also required to draw up a statement of general principles on behaviour and discipline. Governors will outline the overarching values to which the school subscribes and will consult widely with the whole school community in so doing.

The second stage of this process will be for the Executive Headteacher to establish the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline which the school will subscribe to, in consultation with the school's education provider.

The Executive Headteacher will ensure that training is available, to ensure that all staff are clear about the expectations and procedures in the behaviour policy and how they should implement them.

## **Behaviour Guidelines**

The following guidelines on behaviour management will help to promote a positive attitude to learning:

Teachers have the right to teach.

Students have the right to learn.

Students, with the support of parents/carers, will attend the school on time.

Students are required to attend all timetabled lessons including enrichment sessions, unless written permission is obtained from the appropriate member of staff

School uniforms will be correctly worn.

Students will maintain a good standard of personal presentation.

Students will ensure they have the required equipment (as set out in the student handbook) to carry out their learning tasks.

Students will complete assignments and homework on time.

Everyone has the right to be treated with respect and dignity.

Students will follow the mobile phone and electronic devices rules as set out in the ICT Acceptable Use policy.

No personal jewellery other than simple stud earrings and wristwatch to be worn.

Religious symbols may be worn underneath the uniform.

Medic alert bracelets and necklaces may be worn and need to be visible.

Extremes of hair fashion and make-up are not appropriate.

Use all school buildings and equipment properly and with respect.

Students will keep their text books and exercise books in good order and will not doodle on them or deface them.

School staff and students will maintain the highest standard of behaviour at all times.

Rewards are important in encouraging good behaviour, but there is also a need for sanctions to be applied in cases of unacceptable behaviour. The school not only relies on rules, it functions more effectively if it promotes respect for all. The school will use a variety of rewards and sanctions to support its behaviour policy (see sections below).

### Rewards

In collaboration with our education provider, the school will implement a rewards-system which consistently and coherently acknowledges students' effort, attitude and behaviour. The school will be 'praise-rich'; seeking to reward students for every positive act.

Rewards		
Stage 1 Reward	Specific recorded merits (with house points) recorded in Student Planner	B plus = Good Behaviour W plus = Good Work E plus = Good Effort
Stage 2 Reward	Termly certificates for overall merit. Letter home from the form tutor.	Bronze 30+ merits Silver 60+ merits Gold 100+ merits
Stage 3 Reward	All Students with a certificate each term are invited to an annual reward day. Attendance award winners also take part in this.	All will have this trip subsidised by the school, but for those Students with three Gold certificates will go for free. Students with 100% attendance for the year will also go for free.

## 8.0 Sanctions

All staff will be trained to consistently apply and record school sanctions. As key partners with the school, parents and carers will be informed where a student's behaviour, attitude or work is less than satisfactory.

Sanctions		
Stage	Description	Examples
1	Specific recorded negative comment in Student Planner	B minus = Behaviour Warning W minus = Work Warning E minus = Effort Warning
2	Negative comments reach a specific threshold and result in detention and a letter home	Thresholds: 3 in one week 6 in total (repeated for groups of six)
3	A formal meeting between student, parent and form tutor	Threshold: 3 detentions
4	Internal exclusion	Thresholds: 6 detentions One-off violent, threatening or abusive behaviour One-off disruption of lessons One-off damage to property
5	<b>Fixed-term exclusion</b> No Looked After, Statemented, or student on the Child Protection register will be excluded unless the school has agreed with the appropriate authority that it is safe to do so	Thresholds: 6 detentions One-off extreme violence or aggression Repeated disruption of lessons Repeated violence or aggression Drug use/sale on school site Bringing a weapon into school Repeated damage to property
6	<b>Permanent exclusion</b> No Looked After, Statemented, or Student on the Child Protection register will be excluded unless the school has agreed with the appropriate authority that it is safe to do so	Thresholds: One-off violent, abusive, threatening or other behaviour which results in prosecution Failure of a parent to support the school at stage 5

Where a student has specific needs that have an impact on their behaviour, an individual plan will be put in place that will have to be adhered to by all adults. This plan will incorporate



student's learning needs (if applicable) and their specific emotional and/or behavioural needs in a combined Individual Education and Individual Behaviour Plan. Strategic oversight for these will sit with the primary school Inclusion Manager initially and then with our Inclusion Manager, employed once we have been open for three years.

These plans will include:

Support levels and roles.

Clear reward and sanction agreements.

Access to a time out area.

Scheduled reviews with the student and their parents/carers.

Agreed staff/adult responses to behaviours.

Use of internal exclusions.

Care and Control policy.

Role of external services.

Where a family needs support in meeting their child's needs, the school will work with them to access this support through both the local authority and the well-established Jewish community provision. The school will work as an active member of the existing local Extended Services cluster, ensuring its students are able to access services and activities on offer as well as the provision provided through the school. Where the school has concerns for the welfare of a student, it will not fail to involve the appropriate local agencies.

The school will not use fixed term or permanent exclusions unless:

Parents/carers have consistently failed to support the school with serious behavioural issues.

Long-term behavioural issues continue, where external support has failed to have an impact.

A single serious incident in which the safety of students and staff has been placed at significant risk.

A criminal offence has taken place linked to drugs, weapons, theft or assault.

No Looked After student or student on the Child Protection Register will be excluded, unless the allocated social worker or duty manager has been consulted first.

## **9.0 Behaviour off the school site**

In common with many other schools, Leeds Jewish Free School will seek to make use of a range of excellent educational provision and support which is available in the city and beyond. The school will seek to appoint an education provider which will be a high-performing school or organisation which will provide the majority of students' learning at KS 3, KS4 and post-sixteen. Increasingly, again in common with other schools, students will move to make the most efficient use of resources. While this is unlikely to happen at Key Stage 3, older students in KS 4 and at post-sixteen may travel to other venues. At all times, students' safety and well-being will be closely monitored, for example through the use of real-time digital devices and software (such as SIMS Partnership Xchange), but there will be a strong imperative for students to show the very highest levels of behaviour, dress and attitude while travelling between the school to another site, or while participating in learning elsewhere.

### **Objectives for promoting exemplary offsite behaviour:**

to maintain good order on transport, educational visits or other placements such as work experience or college courses

to promote attitude and behaviour which promotes the health and safety of other students, staff or members of the public  
to protect the reputation of the school

### **Behaviour on public (or private) transport**

The school will also work with transport providers to agree how behaviour on public or contract transport should be addressed. Expectations will be made clear through a 'safe travel' lesson as part of student induction to the school.

### **10.0 Behaviour Targets**

In view of its importance in school, as the basis for enabling high-quality teaching and learning to take place, the school has high expectations for exemplary student behaviour at all times. The school recognises that for the majority of its students, behaviour is already high, so targets will be set to move towards perfection in this area. The behaviour targets seek to capture students' excellent attitude and overall excellent standards.

% students in the school ☐ National Average (If available) ☐ Year 1

2013/14 ☐ Year 2

2014/15 ☐ Year 3

2015/16 ☐ Year 4

2016/17 ☐ Year 5

2017/18 ☐ ☐ Students achieving Stage 2 rewards ☐

NA ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98 ☐ ☐ Students achieving Stage 3 rewards ☐

NA ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ ☐ Progress to zero fixed-term exclusions ☐

Data not available ☐ 95 ☐ 96 ☐ 97 ☐ 97.5 ☐ 98.0 ☐ ☐ Progress to zero permanent exclusions ☐

Data not available ☐ 97 ☐ 97.5 ☐ 98.0 ☐ 98.5 ☐ 99.0 ☐ ☐

### **11.0 Monitoring and Review**

This policy will be reviewed on an annual basis or as and when updated legislation and / or guidance is issued.

Signed: Digitally by Cllr. Dan Cohen  
(Chair of Governing Body)

Date: 25/06/16

Review date: 25/06/2017

Responsibilities

Rights

Choices

Code of Conduct

Inevitable Consequences

Classroom Expectations (Routines)

Positive Rewards

Negative Sanctions