



*Leeds Jewish Free School*

*Behaviour Policy: Positive Attitude to Learning*

*October 2022*

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## **CONTENTS**

- 1.0 Introduction
- 2.0 Guiding Principles for a Positive Attitude to Learning
- 3.0 A Positive Attitude to Learning
- 4.0 School Rules
- 5.0 Rewards
- 6.0 Sanctions for Poor Behaviour in the Classroom
- 7.0 Sanctions for Poor Behaviour Around School
- 8.0 The Use of the Student Planner
- 9.0 Protocols

## **1.0 Introduction**

This document sets out the framework of the school's approach to encouraging positive behaviour known as 'Positive Attitude to Learning (or PAL)'. It is expected that as the school grows and evolves alterations and modifications will be made. At all times staff and student body will be made fully aware of such changes.

The new framework seeks to build upon present good practice from Positive Discipline which was adopted from the Rodillian Academy Trust model whilst addressing the needs of Leeds Jewish Free School more specifically.

Our new framework for behaviour seeks to provide greater flexibility and to successfully:

- Empower teachers in the classroom to focus upon teaching rather than administering a behaviour policy;
- Improve the use of the Student Planner as a central record and means of parental communication regarding behaviour;
- Develop a more pro-active pastoral system that supports teachers and students with the behaviour policy;
- Provide much greater understanding of and involvement in the behaviour policy for children, parents and governors;
- Offer students more opportunities to make good choices and reflect on poor choices to prevent escalation of poor behaviours;
- Acknowledge that behaving in a manner that is disrespectful to our community requires a separate sanction;
- Ensure that all students are focused and inspired by an increased emphasis on praise, recognition and rewards;
- Support student progress in and outside the classroom, ensuring that all sanctions are explicitly linked to poor choices that will affect their or other students' progress with robust explanations;
- Emphasise the role of the individual rather than addressing the behaviour of groups of students

## **2.0 Guiding Principles behind a Positive Attitude to Learning**

Historically, staff teaching in school were based at Rodillian Academy where a system labelled Positive Discipline had been successfully employed. Subsequently the behaviour system had been applied to LJFS, the scale and priorities were substantially different and as a result modifications were made on an ad-hoc basis as required. The policy has been reviewed in 2018 as the system of Positive Discipline had become inconsistent and ineffective. It was difficult to apply some of the sanctions with our resources and many student behaviours seemed to be repeated, suggesting that the policy was not altering student behaviour for the better.

The new framework seeks to address student behaviour by providing more opportunities for students to make positive choices and adopt an attitude to learning that supports their progress and has a positive impact on the learning community.

LJFS is a close community and teachers benefit from knowing the individual

students and being able to apply the behaviour policy more effectively. It is hoped that a more widespread use of praise and rewards will dramatically alter the working practices of all students for the better. There are two ways of rewarding students: with stamps, for individual achievements and progress and housepoints, for work achieved in groups/teams. The latter offers more flexibility in rewards and will encourage competition for positive choices across house teams. All teachers/governors and non-teaching staff must actively seek to recognise, praise and reward all students where positive attitudes are demonstrated.

It is important that Staff have a recognised framework for sanctions that are linked to poor choices. Positive Attitude to Learning allows us to accommodate flexibility with the students as it offers clear examples of the positive choice available. Sanctions will remain linked to student behaviours that prevent their progress or that of other students in the classroom, or when their behaviour is either disrespectful/ detrimental to the school outside the classroom.

Sanctions will be reported in a timely way in planners and escalated to the pastoral team if a pattern of poor choices emerges in a small time frame, subject or area of school life.

The PAL system offers staff more flexibility in explaining to students why a continuation of a behaviour of a poor choice will result in a serious sanction and how it can be avoided. It allows for targeted support and reasonable adjustment where a child or young person is covered by SEN and disability legislation, as part of SEND planning and review as required under the Equality Act 2010. It also enables staff to monitor any ongoing behaviour concerns.

### **3.0 A Positive Attitude to Learning**

A Positive Attitude to Learning will include reward for the following behaviours:

- 100% attendance at school
- Arriving on time and ready to learn for every part of the school day
- Correct clean uniform, worn smartly and appropriately
- A complete set of equipment and books
- Following teacher/staff instructions first time, every time
- Demonstrating respect for all members of the school community
- Always trying your best in every lesson
- Asking for help when needed
- Completing homework to the best of your ability and on time
- Placing open planners on the desk every lesson
- Using break-times to fill up water bottles, grab something to eat, go to the bathroom, get some fresh air. Arriving at lessons to learn.
- Taking pride in books and folders, presenting work neatly
- Using social media responsibly in and out of school, keeping I pads charged/ maintained for use in school and following the school guidelines the use of IT

This is not an exhaustive list of positive behaviours but adherence will ensure that students will continue to make progress and get rewarded.

All students are assigned a form in school, questions can be addressed to form tutors who will continue to monitor the PAL system on a daily basis, any escalation will be passed to student liaison for KS3 or KS4, and then to the Student Manager. Any concerns escalated will involve parents or carers.

## **4.0 School Rules**

- Governors, parents, visitors, staff and teachers need to be treated with a respect that demonstrates the pride we have in our community
- Follow instructions from staff at all times - for your own safety or that of others
- Wear your school uniform correctly at all times, at break outside this can be relaxed for practicality but must be resumed before returning to the school building.
- Look after school property and put all litter in bins.
- Planners must be signed by parents and checked by form tutors on Monday
- Letters home and reply slips must be delivered on the same day
- Any payments should be handed in at the main office and clearly explained
- Any lateness will result in a break detention on the same day unless the parent calls before school starts to explain, this must apply each day to avoid detention
- Eat and drink only in designated areas and not in a classroom.
- All food brought onto the premises must follow the school guidelines
- School must be notified of any sickness or absence at the start of the school day, a written note should be submitted on return to school
- Chewing gum is not allowed on school premises.
- The wooded areas and other parts of the school premises that are highlighted are out of bounds

## **5.0 Rewards**

Subject Areas will have selected a stamp to be used by all departmental members. The chosen stamp will be awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.

### **Stamps**

Stamps will be awarded in the Student Planner. It is intended to be both simple and time efficient. Stamps can of course be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when positive behaviour is demonstrated. Stamps should reward individual students rather than larger groups.

The awarding of Stamps will be of greater significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, the Stamp will be used to reward all significant contributions to the school community outside classroom and homework performance. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

The Stamp will, of course, lead to recognition through our system of Certificates and Reward Trips. Money off the end of year reward trip will be awarded for different levels of stamps. There will also be prizes for attendance and for student of the month- in each year group. At the end of each year, an annual rewards evenings will be held with parents and carers invited to attend.

PAL sessions- each fortnight a PAL lesson will be held where information on students will

be collated. During these sessions, a selection of students from each group will be presented with the Head Teacher's stamp in recognition of their progress and attitude during that time.

## **6.0 Sanctions for Poor Behaviours in the classroom**

There are a number of stages for sanctions for poor behaviour: VERBAL WARNING, COMMENT, 2 COMMENTS AND REFLECTION TIME, DETENTION, REMOVAL FROM LESSONS, HOME CONTACT AND BEHAVIOUR CONTRACTS.

### **VERBAL WARNING**

It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, students will listen to the warning and make a positive choice to prevent a continuation of that behaviour, reflect that they now have the opportunity to make a good choice and know how to avoid this behaviour in the future. Students should become accustomed to operating within the expectations of the PAL framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

1. To indicate to students that they have done or are doing something which is unacceptable, this action should be mentioned explicitly;
2. To highlight what choice they now need to make to avoid a written comment in their planner

Students must clearly understand the fact that they have received each warning and that the words 'VERBAL WARNING' must be used by the member of staff eg, you were talking when I asked you not to so that is a verbal warning. If you continue to talk and slow the class progress it will be a comment.

The VERBAL WARNING should not be given as a blanket warning to the full class. VERBAL WARNING should be recorded by the teacher or marked in some way, so the student is fully aware they are on a VERBAL WARNING.

### **COMMENT**

A student who continues to behave unacceptably despite being given a VERBAL WARNING will receive a COMMENT. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour.

Students will be given a VERBAL WARNING for lateness, homework, coursework and lack of equipment. They will be provided with the opportunity to rectify that by the following day or lesson and will receive a COMMENT if they have not done so. It is hoped that any equipment that is missing will be purchased at school or by home in advance to avoid this situation. A comment for homework or classwork will be repeated on each occasion that it is not produced. A COMMENT is not a substitution for homework.

Students could receive a COMMENT as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is

considered too serious to receive only a VERBAL WARNING.

## REFLECTION TIME OUTSIDE THE CLASSROOM

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL WARNING and COMMENT. Such behaviour will result in the student being given reflection time outside the classroom. A further COMMENT will be awarded in the planner but the student will be asked to leave the classroom and take a couple of minutes to reflect on their behaviour and choices. The teacher will take an appropriate opportunity to then speak to the student outside the classroom before the student returns to class.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

## ESCALATION BEYOND 2 COMMENTS IN A LESSON

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving three opportunities to rectify their behaviour. A student likely to have caused considerable disruption and inconvenience by this stage.

Consequently, they should be received in an appropriately severe manner. The referred student will be removed from lessons by a member of the pastoral team, bring work with them and will work in silence in an appropriate part of the school. The behaviour may be discussed with a member of the pastoral team or if necessary, a phone call will be made and the parent/carer asked to come into school to discuss the student's behaviour before they are allowed to return to normal lessons. Automatically, the student will receive a School lunchtime detention.

On the second occasion that a student is removed from lessons or 3 comments received in a week or subject, parents will be contacted by the Student manager for KS3 or 4. On a further occasion, the Student Manager will ask parents to come into school for a formal meeting to put a behaviour plan in place.

## DETENTION

3 COMMENTS in a subject or week will result in a lunchtime detention. This will be recorded in the planner and home will be notified.

## CONTINUED POOR BEHAVIOUR

A CONTRACT MEETING will be held with the Deputy/Head Teacher to discuss a behaviour plan, and further steps which may include a period of isolation, exclusion or in more serious case an alternative provision.

All other students will be given a 'clean slate' at the beginning of each term and academic year.

## **7.0 Sanctions for Poor Behaviour around School**

It is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules. The sanction will be a VERBAL WARNING in most instances, where behaviour continues A COMMENT will be written in the planner.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents/carers and students.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments and escalate to the student team as needed.

## **8.0 The Use of the Student Planner**

### **Monitoring of Student Planners**

#### **Parental Monitoring**

Parents and carers will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school. The relevant section should be signed each week to indicate that this monitoring has taken place.

#### **Form Tutor Monitoring**

Within school Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

- That the planner is free from graffiti and is being kept in a tidy manner;
- That homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- That, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- That, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- In order to communicate as Form Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner;
- In order to monitor the awarding of STAMPS or official sanctions.

Each Form Tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance. A fortnightly PAL session will be held in forms for this monitoring.



## **9.0 Protocols**

Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the academy day until the end of the day, this includes if in a period 7. Specific start times will be unique to each individual academy within the group. Any mobile phone/smart watch that is seen during this time either being used or not will be confiscated. Confiscated mobile phones/smart watches will be held by the Head Teacher and returned at 2.30 on the following Friday.

During registration any student who does not have their planner or does not have the correct uniform should be referred to a membership of the Leadership Team via the On Call system.