

North Cheshire Jewish Primary School



Behaviour and Restorative Approaches Policy

Last update: April 2024

Aims

This policy, our School Built on Kindness and our Behaviour Blueprint, together aim to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Our behaviour policy is rooted in the belief that all members of the school are of equal value as human beings and have a valuable contribution to make to the life of the school regardless of:

- age
- disability
- gender reassignment or identity
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation



The above are the nine characteristics that are protected by the Equality Act 2010.

Legislation

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

The National Context (Taken from Behaviour in Schools, DfE: February 2024)

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

School Context and Values

At North Cheshire Jewish Primary School (NCJPS) we promote a high standard of behaviour and have a positive ethos where all members of the school community are valued as individuals. We believe in encouraging the development of self-esteem, respect for others and internal discipline through reciprocal respectful relationships. We foster an environment for everyone to feel safe, happy, secure and respected.

We focus on positively reinforcing behaviour by celebrating it, aligning with our school's attitudes of **Aspire, Believe and Achieve** alongside our **RESPECT** values: Resilience, Empathy, Self-Awareness, Positivity, Excellent, Communication and Teamwork.

Children's confidence and self-esteem are developed through encouragement and recognition of these expected behaviours.

We have clear expectations of behaviour where staff, pupils and parents seek to create an environment which explicitly teaches, encourages and reinforces pro-social behaviour, and therefore fosters positive attitudes. In addition, it sets out the consequences for non-social behaviour, should it arise. We believe that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

Our Overall Aims

- Meaningful recognition, praise and reward will create a positive school atmosphere, where children feel valued and respected.
- Share our school expectations so that all children can understand and meet them.
- Establish a recognition and reward system that links to our School Built on Kindness, Behaviour Blueprints and RESPECT values.
- All staff will lead by example and model good practice at all times.
- Appropriate class discussions and assemblies will reinforce spiritual, moral, social and cultural development (SMSC).
- All children will undertake Personal, Social and Health Education (PSHE) and SMSC learning in class and school life.
- Children will be monitored for nurture group opportunities /pastoral intervention
- Behaviour management coaching will be available to parents and children.
- Effective monitoring and accurate record keeping of behaviour consequences.

Expected Behaviours

At NCJPS we understand that children need to be taught how to achieve. We teach children how to succeed in Maths and English using deliberate strategies and we believe that behaviour should be no different. All adults will teach and model to our pupils the behaviour we wish to see in them and by seeing it, children can mimic, practise and then master it.

Adverse Childhood Experiences (ACEs) are negative experiences which can harm the brain development of a child. Some examples of these traumas are: substance use within the household, exposure to domestic abuse, neglect and instability in the household. If a child encounters an adverse experience or multiple experiences during their childhood, this may damage how a child reacts to environments, stress and relationships. We understand that many children might be living with the effects of ACEs and they may need to be taught how to meet behaviour expectations because of their past experiences. We will, through our curriculum, aim to teach, nurture and explain in order to overcome the barriers which may have been created through trauma.

It is vital that children are able to explain their own behaviour and the feelings they have inside. In order to do this, we will endeavour to teach children the language they need. Emotional literacy will enable the children to describe what led to their behaviour, how they are or were feeling and ensure adults understand. When children master the language related to their feelings, they will eventually develop emotional agency. This means that our pupils can understand the feelings of themselves and others, manage their feelings in a positive way and then be able to empathise with others.

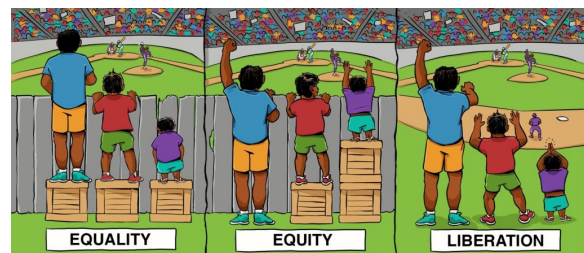
Our curriculum sets out to ultimately educate children on their own and others' feelings, behaviour and the impact these can have on others within our school.

What do we know about our children and their behaviour?

All children are unique. This will mean that the way in which we speak with and relate to them will need to be slightly different based on what we know about them from the relationship we have with them. Fundamentally, this means that some children will need additional support and intervention to meet the same expectations as everyone else. This could look like:

- A greater amount of discussion time.
- Role-play through situations
- 'Playing out' social situations.
- Greater calm down time
- An adult support to talk, describe and understand.
- Distraction techniques
- A variation in tone

By providing this, we are ensuring that our pupils receive behaviour equity. Equity means that all children, regardless of their previous experiences, additional needs or the environment in which they live, are given what they need to reach the same expectations as everyone else; it does not mean that all children receive the same, as this would be unfair. At NCJPS we advocate for each child to receive the resources, experiences and appropriate intervention and support in their learning to help children towards achieving their full potential.



Our goal is to foster intrinsic motivation in children. While regular rewards may lead to task completion solely for external incentives, we aim to create a community where children find internal satisfaction in their achievements. Through our curriculum, we emphasize internal discipline as the key to lifelong success. Consequently, material rewards such as food, will not be used to incentivize good behaviour or hard work. Our focus is on nurturing a sense of recognition and pride within each child, which lasts far beyond any tangible prize.

Home School Agreement: Reception to Year 6

On entry to Reception, or when new to the school, parents/ carers and children are asked to read, discuss and agree on our expectations of behaviour, uniform and general conduct. Children, teachers and parents sign our home school agreement.


How will we educate our pupils?

Expected Behaviours and Rewarding Behaviours

At NCJPS we have a set of expected behaviours. These are shared with and understood by all pupils. They link to our School motto: A School Built on Kindness, our RESPECT values and our Behaviour Blueprints held at school and they inform all we do. The aim of having expectations is that all children can meet them. These expectations are in place for pupils, staff and parents so that everyone understands and can be accountable for their behaviour.

[Click here](#) the for the classroom version which is displayed in each classroom and the version sent to parents.

PARENT GUIDE





A SCHOOL BUILT ON KINDNESS


עוֹלָם חֶסֶד יִבְנֶה

This is our new school motto.

The concept of *chesed*, which is generally translated as acts of loving kindness, is one of the three pillars on which the world stands and has no bounds – a person can never do too much of it. In fact, the term *chesed* appears in the Torah more than 190 times. Indeed, Judaism teaches us to lift up each day and make it special. With acts of *chesed*, we do just that. This is something we will be promoting with all children at NCJPS.

**Aspire**

**Believe**

**Achieve**

These 3 words are our school attitudes.
These three words are central to the work of our school.

We want our pupils to:

Aspire to the best they can be and to set high expectations for themselves
Believe in themselves and have faith that they can achieve what they set out to do
Achieve by giving them the opportunities and tools they need

'The North Cheshire Way'

Being part of the North Cheshire family means we treat everyone with kindness and respect, show empathy towards each other and have a positive mindset. We aspire to achieve success by working hard in lessons, believing in ourselves and taking on new challenges.

We want every child to feel a sense of belonging and pride in knowing they are part of the unique NCJPS family. We want our children to be happy, care deeply about one another and treat each other with kindness. We have high aspirations and encourage everyone to achieve them by working hard, having self-confidence and treating each other with respect.



These are the key values which underpin our curriculum across all subjects. By instilling these values in our children, we ensure they are well prepared for life beyond North Cheshire.

Our Respect Values



How we do things at NCJPS

RAKs - Random Acts of Kindness

Wonderful walking

Amazing appearance

Marvellous manners

Start with a smile every day

We believe in a restorative approach to all behaviours, which places the relationship at the heart of the educational experience. This means this misconduct is viewed not as a school-rule-breaking but as a violation against people, within school and the wider school community. Restorative justice means that the harm done to people and the relationships need to be explored and repaired.

Restorative Approaches

- Restorative conversations
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals accountable
- Reflection time
- Payback learning
- Communication with parents

The North Cheshire Way ensures that our children learn how to conduct themselves, preparing them to be part of the wider society when they leave NCJPS.

We want children to:

- ♦ Carry out acts of kindness
- ♦ Walk around the school in a sensible and safe manner
- ♦ Look smart by wearing the correct uniform
- ♦ Remember good manners
- ♦ Start the day with a smile

Rewards

- Celebration assembly and RESPECT certificates
- Dojo points with a choice of rewards
- House points
- Positive postcards
- Stickers, stamps (Inc. from HT)
- Meaningful praise
- Reward menu
- Communication with parents

We believe in positive reinforcements of good behaviour and reward our children in a number of ways as can be seen

Culture: A School Built on Kindness

'The North Cheshire Way'

Whilst NCJPS has always prided itself on its positive ethos and culture, we wanted to unite around these values and attitudes, thus creating what we will call 'The North Cheshire Family'.

The basic principle that forms the backbone of our new family is that we are a school built on kindness. Kindness is a very important Torah value and forms one of the pillars upon which the world stands (Pirkei Avot Chapter 1.2).

A SCHOOL BUILT ON KINDNESS

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Being part of the North Cheshire family means we treat everyone with kindness and respect, show empathy towards each other and have a positive mindset. We aspire to achieve success by working hard in lessons, believing in ourselves and taking on new challenges.

These three words are central to the work of our school. We want our pupils to:

1. **Aspire** to be the best they can be and to set high goals for themselves
2. **Believe** in themselves and have faith that they can achieve what they set out to do
3. **Achieve** - empowering children by providing them the opportunities and tools they need

We want every child to feel a sense of belonging and pride in knowing they are part of the unique NCJPS family. We want our children to be happy, care deeply about one another and treat each other with kindness. We have high aspirations and encourage everyone to achieve them by working hard, having self-confidence and treating each other with respect

How we do things at NCJPS

- ✓ RAKs - Random Acts of Kindness
- ✓ Wonderful walking
- ✓ Amazing appearance
- ✓ Marvellous manners
- ✓ Start with a smile every day

Rewards

- ✓ Celebration assembly & RESPECT certificates
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- ✓ Meaningful praise

Our Respect Values



Restorative Approaches

- ✓ Restorative conversations
- ✓ Repair harm and restore positive relationships
- ✓ Resolve conflict and hold individuals accountable
- ✓ Reflection time
- ✓ Payback learning
- ✓ Communication with parents

Restorative Approaches

Our School Built on Kindness attitudes and our core RESPECT values were developed with staff and children. They are regularly discussed so the impact on learning is well understood. These form the heart of our **relational approach** to behaviour and learning and we take this approach in order to establish a **restorative culture**.

Purpose of a relational approach:

- Develop high quality, nurturing relationships that support learning
- Recognise pro-social behaviour and reinforce through praise
- Promote independence and self-regulation through an understanding of zones of regulation
- Teach expected behaviour through positive interventions e.g. emotional coaching

Our restorative culture is based on the following principles:



Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

Restorative approaches work to resolve conflict between individuals or groups and to repair relationships. They encourage those who have caused conflict to acknowledge the impact of what they have done and give them an opportunity to resolve differences through a solution-based philosophy. The fundamental premise of RA is that people are happier, more co-operative and productive and more likely to make positive changes. Restorative approaches support a happy working environment that underpins effective learning and emotional wellbeing.

As a school which uses this approach we strive to create a friendly, gentle and polite ethos. Enjoyment, having fun and feeling supported are an integral part of this, both for children and staff. We strive to ensure that all conversations are positive; with children, with colleagues, with parents/ carers and with visitors, as positive, strong relationships are at the core of effective restorative practices.

We use the restorative approach to behaviour management when resolving a conflict. We may ask the child the following questions:

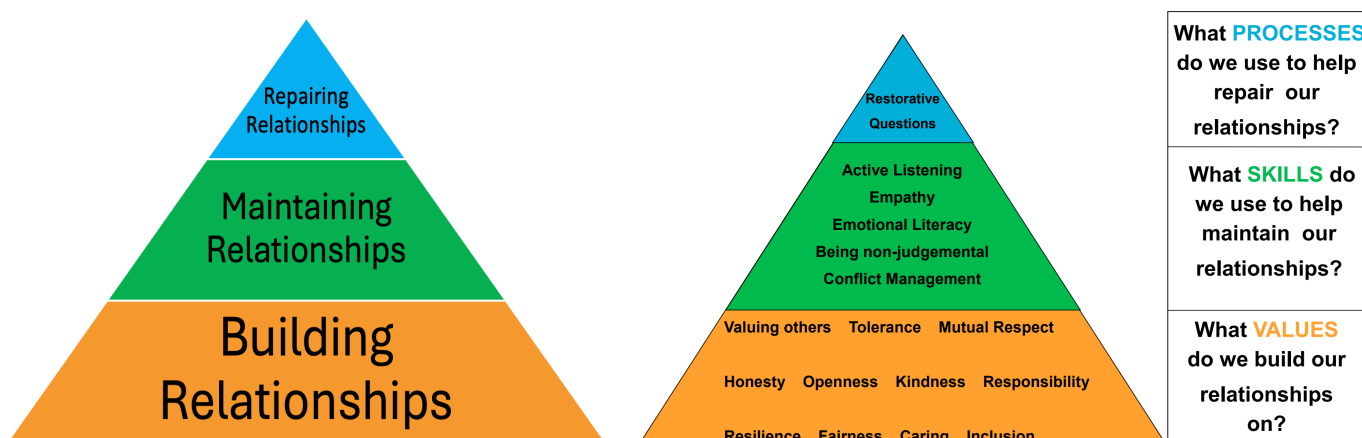
- Can you tell me what happened?
- What were you thinking when it happened?
- What did you feel inside when it happened?
- How are you now?
- Who else has been affected?
- What do you need to feel better?
- What needs to happen to put things right?

What does working restoratively look like?

We use circles: e.g. In meetings we sit in circles rather than around tables and 'check in' with each other so that everyone is included.

We use restorative language: e.g. Rather than asking 'why?', we ask 'what's happened?' and have a conversation to seek a better understanding of others thoughts and feelings. See Behaviour Blueprints.

We seek to repair harm: e.g. Rather than focusing on and punishing when rules have been broken, we are interested in finding out what harm has been done and how that harm can be repaired.



Restorative Actions

We recognise that at times, children may make a mistake and not meet the school expectations. In this situation, we will work towards restoring a child's behaviour, by working on their emotional literacy, helping them to understand their feelings and also the impact that the non-social behaviour has had on others around us. These restorative actions should ensure that as children grow and mature they are far more likely to work towards emotional agency where they can understand their own and others' behaviour and be able to empathise with those around them.



Behaviour EYFS Blueprint

A School Built on Kindness



'The North Cheshire Way'

Being part of the North Cheshire family means we treat everyone with kindness and respect, show empathy towards each other and have a positive mindset. We aspire to achieve success by working hard in lessons, believing in ourselves and taking on new challenges.

RESPECT VALUES					
Resilience	Empathy	Self-Awareness	Positivity	Excellence	Communication
					Teamwork

Recognition

- Celebration assembly & RESPECT certificates
- Dojo points with a choice of rewards
- House points
- Positive postcards
- Stickers, stamps (Inc. from HT)
- Meaningful praise
- Reward menu
- Communication with parents

Visible Consistencies

- Modelling and reinforcing expectations
- Being kind and understanding
- Greet all children each morning with a smile / hello
- Praise in public and remind in private
- Everyone to move around school safely

Repair Scripts

What happened?

How did you feel?

How can we make it better?

Restorative Chat Prompts (EYFS)

- Let's stop and use our words.
- Tell me what happened / I'll tell you what I saw.
- I wonder if you felt... (to both children)
- How can we fix this?
- So next time you need to... (give suggestions)

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Restorative Approaches

- Verbal reminder
- Pictorial folder to support discussion
- Turnover time (using the script)
- Reflection time – time to change. (e.g. stay in / complete learning.) (Record on CPOMS)
- Respond, Reflect, Repair, Restore
- SLT support – Record on CPOMS
- Paperwork – amend behaviour support plan
- Communicate with parents and arrange a meeting if necessary

Scripts

- I have noticed.... (Having trouble getting started, wandering round)
- I can see that you are... (agitated / distracted / demotivated right now / distracted)
- I can hear that you are not happy about....
- I understand it's hard when...
- Remember, in our **school** we are respectful to each other, so **when** you.... **then** we can look at ...
- Thank you for listening / walking

Behaviour Blueprint

A School Built on Kindness



'The North Cheshire Way'

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Repair Scripts












What happened?



How did you feel?



How can we make it better?

Past 	 What happened?	Some possible sentence starters <ul style="list-style-type: none">• You talk, I'll listen• I'll tell you what I saw• Everyone will get a chance to speak• We haven't heard from• There's no blame here, we will fix it together• I wonder if• As someone who needs to keep the school safe, I need• I think I would need• I'm proud of you for
Present 	 What were you thinking or feeling?	
	 What do you think or feel about it now?	
	 Who has been affected? How has this affected you?	
Future 	 What's needed to make things right?	
	 What have we learned from this?	

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Restorative Approaches

1. Verbal reminder
2. Pictorial folder to support discussion
3. Turnover time (using the script)
4. Reflection time – time to change. (e.g. stay in / complete learning.) (Record on CPOMS)
5. Respond, Reflect, Repair, Restore
6. SLT support – Record on CPOMS
7. Paperwork – amend behaviour support plan
8. Communicate with parents and arrange a meeting if necessary

Scripts

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

I can hear that you are not happy about....
I understand it's hard when...

Remember, in our **school** we are respectful to each other, so **when** you.... **then** we can look at ...










Thank you for listening / walking

Restorative Conversations – Repair Scripts

Restorative Chat Prompts (EYFS)

- Let's stop and use our words.   
- Tell me what happened / I'll tell you what I saw.  
- I wonder if you felt... (to both children)  
- How can we fix this?  
- So next time you need to... (give suggestions)  

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	 What were you thinking or feeling?	
Present 	 What do you think or feel about it now?	
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Future 	 What's needed to make things right?	
	 What have we learned from this?	

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How we Encourage Good Behaviour

We believe preventing problems arising in the first place is much more effective than dealing with problems once they occur.

In this school, we believe all pupils should be encouraged to do their best and have their success recognised. We will strive to create a climate where the use of praise and encouragement is commonplace and outweighs recourse to sanctions and punishment.

Desired Behaviour	Possible Rewards
<ul style="list-style-type: none">• Following the School Built on Kindness and school attitudes: Aspire, Believe, Achieve• Demonstrating the school RESPECT Values• Undertaking Random Acts of Kindness• Good work• Consistently on task• Good manners• Showing kindness• Being honest• Trying your best at all times• Politeness• Following instructions• Helping others• Being a team player• Going the extra mile• Working hard• Caring for the environment	<ul style="list-style-type: none">• Verbal praise• Email / phone call to parents• Stickers from teacher, DHT and HT• Dojo Points• Respect certificate of the week• End of half term activities• Praise note sent home• Display of work around school• To sit on the Golden Table for Friday lunch

Sanctions

Unacceptable behaviour will be dealt with by the class teacher in the first instance and the sanctions applied will be proportional to the behaviour and age of the child. Restorative Circles with a group or the class may be used by the teacher to resolve any issues. Where behaviour falls below the high standards expected by the school, the sanctions below will be applied incrementally.

Degree of Consequences (examples)

1. An individual verbal warning is given to remind the child of our expectations.
2. If the child fails to adjust their behaviour, then they are told that their behaviour is unacceptable and, for example, they could lose of five minutes of playtime or lunchtime to sit with the class teacher and work towards a restorative solution.
3. If the child again fails to amend their behaviour then they are told that their behaviour is unacceptable. Teacher logs the incident on CPOMs and speaks to the child's parents. A reflection form will be filled in.
4. Child sent to the Assistant Headteacher, Deputy Headteacher or Headteacher
5. Parents contacted to speak to the Class teacher or Headteacher

Some behaviour may be so inappropriate that children are sent to the Assistant Headteacher, Deputy Headteacher or Headteacher and the following consequences applied:

- Restorative meeting with parent/ carer
- Exclusion from lesson, playground or activity
- Exclusion from school

The school has in place a hierarchy of possible sanctions that can be used in response to inappropriate behaviour. When an incident occurs, the school will endeavour to establish the facts of the case before applying a sanction. Following serious incidents, the school will undertake a full investigation of events (including collecting statements from pupils involved and any witnesses where appropriate) before agreeing on a sanction. In all cases, sanctions will be applied **consistently and fairly** within a context of positive reinforcement of good behaviour

The sanctions employed by the school are intended to promote positive behaviour, rather than punish pupils, and it is made clear to pupils that it is the behaviour that is being condemned, not the person involved. Staff are regularly briefed about the school's policy and attitude towards applying sanctions, and as part of everyday teaching and pastoral guidance in school. Staff encourage pupils to reflect on the effects of misbehaviour on others in the school community.

The school avoids the use of whole group sanctions that punish the innocent as well as the guilty, and does not use punishments that humiliate or degrade pupils.

The school has identified examples of unacceptable behaviour and possible consequences, which include:

Stage 1	
Unacceptable Behaviour	Possible Consequences of Unacceptable Behaviour
<ul style="list-style-type: none"> • Not following instructions, the first time of asking • Calling out or being disruptive • Not on task • Continued time wasting • Not listening • Poor work • Not trying their best • Refusing to work • Unkindness to others • Bad manners • Running in the corridors • Being inside the building at break without permission 	<ul style="list-style-type: none"> • Reflection time • Payback time - Miss 5-10 minutes break time • Catching up on missed work during own time • Moved to another table • Work on your own within the classroom • Complete work at break / lunch • Letter of apology – signed by parent • Miss several minutes of Golden Time (Reception & KS1) • Sent to room to reflect on their behaviour with the Assistant Head or Deputy Headteacher
Stage 2	
Unacceptable Behaviour	Possible Consequences of Unacceptable Behaviour
<ul style="list-style-type: none"> • Continually refusing to follow adult instructions • Constant disruption of lessons • Acts of violence against others • Racial abuse • Not telling the truth • Using bad language • Physical/verbal abuse towards anyone, including name calling and comments on appearance and spitting • Intimidation and goading • Walking out of lessons or away when being spoken to • All forms of bullying • Damage with intent • Any behaviour that puts the health and safety of any member of staff at risk • Drug and alcohol related incidents 	<ul style="list-style-type: none"> • Parents informed (Always) • Loss of playtime or lunchtime for set time period • Sent to DHT or HT • Not allowed to go to clubs • Not allowed on visits • School based community service or imposition of a task – such as picking up litter on school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti. • Being placed “on report” for behaviour monitoring. • Ineligibility for team captain or other positions of responsibility • Reduced timetable • Internal exclusion • Fixed term exclusion • Permanent exclusion

Children's individual needs (including SEND / EAL / Disadvantaged etc.), will ALWAYS be considered before deciding on a consequence.

We will also ensure that any decision takes into account the Equality Act 2010.

Corporal punishment is illegal in all circumstances and there is no corporal punishment at North Cheshire Jewish Primary School.

Restorative Log: Reflect and Repair

Restorative conversations are initially used by staff members offering children the opportunity to learn from their mistakes and take steps to address their learning in a more positive fashion. When giving a child a reminder, all staff should remember this action is to highlight the behaviour for the child to support their learning and through references to zones of regulation and emotional coaching, the child is more able to self-regulate.

The next stage is to log down the incident depending on the severity of the behaviour. The class teacher / senior leader will complete a Restoration Log for the child. A parent/ carer will be notified if a child's restoration log has been completed that day either by phone, if time allows, or at the end of the school day. This document discusses the following information:

- Date & time
- Details of the incident
- Who has been impacted by it
- Immediate action taken
- Perceived function of the behaviour

If the incident involves a child causing harm to others or themselves, we may put a protective consequence in place. This may be one or some of the following:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off-site activities
- Different teaching space
- Different resources

We will then work as a staff team to rebuild the relationship between the pupil, the staff team and the children. It is vital that the pupils understand the impact that their behaviour has had on both them or others. We will do this through an educational consequence.

Restorative action

An educational consequence teaches a child how to meet the expected behaviour we wish to see. This may be one of some of the following:

- Learning the relevance of and completing tasks
- Rehearsing and practising behaviour expectations
- Assisting with or planning for repairs
- Educational opportunities to increase understanding
- Researching the implications of shown behaviour
- Conversation and exploration
- Repairing broken property
- Making financial contributions to the cost of broken items
- Writing letters of apology

It is important that children see the value in their educational consequence. Both the class teacher and a member of SLT will work with the pupils on educational consequences; it will not be based on hierarchy within the school.

Everybody is responsible for teaching our children what is expected, just as is the case with core subjects in class. All protective and educational consequences will be evidenced and kept in a child's file. This is revisited with the child at any point another behaviour incident occurs. They will be used as a learning tool to discuss previous consequences and how behaviour can be changed in the future.

Zero Tolerance

We recognise that for the vast majority of our children, our behaviour management system is appropriate and effective. However, in cases of extreme violence (verbal or physical) we reserve the right to apply a fixed term exclusion in line with current guidelines. If a child is excluded for a fixed period, then work will be provided by the class teacher. In the event of repetition or extreme violence, and only as a last resort when a range of other strategies has been tried without success, the school will reserve the right to permanently exclude the child.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Longer exclusions will only be issued in response to very serious incidents.

Regard will be given to the guidance from the Local Authority and the DfE on exclusions, and where necessary advice will be sought from the Local Authority before issuing an exclusion.

A senior member of staff must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher (or Acting Headteacher in the absence of the Headteacher) can decide to exclude a pupil.

Behaviour Outside of School

North Cheshire Jewish Primary School has developed a good reputation over the years.

Pupils at North Cheshire Jewish Primary School must agree to represent the school in a positive manner.

Complaints from members of the public about bad behaviour from pupils at NCJPS are taken very seriously and will be fully investigated.

The power to discipline extends beyond the school gate. North Cheshire Jewish Primary School has developed a good reputation over the years. Pupils at North Cheshire Jewish Primary School must agree to represent the school in a positive manner. The guidance laid out in the school code of conduct applies both inside school and out in the wider community, particularly if dressed in school uniform. Complaints from members of the public about bad behaviour from pupils at North Cheshire Jewish Primary School are taken very seriously and will be fully investigated.

Teachers may discipline pupils for misbehaviour when the pupil for behaviour beyond the school gates when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or, misbehaviour at any time that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Banned Items

The following is a list of items which are banned by the school and for which a search can be made of a pupil, if warranted:

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and Smoking equipment:

- Cigarettes
- Tobacco
- Cigarette Papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure.

Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Electronic Devices:

- Phones (unless permission from the Headteacher)
- Mobile device that allows pupils to: record, take photographs, make and receive phone calls and text messages and has WIFI or internet connection via a sim card

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated Energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Children with Social, Emotional or Behavioural Needs

Consistent disruptive or withdrawn behaviour can be an indication of unmet SEND. The school's SENDCo and Stockport Inclusion Service work with children, families and teachers to ensure that full consideration and support is given to any child who has specific needs which may affect their behaviour. We work alongside outside agencies to ensure that the appropriate level of support is given and advice sought when appropriate. This may involve adapting the above rewards and sanctions to the individual child's needs.

Individual Behaviour Support Plans

If a pupil has persistent behavioural problems which indicate that they are in serious risk of exclusion, it may be appropriate to implement a Behaviour Support Programme ("My Plan"). The child will be referred to the Local Authority's Inclusion Service and a My Plan drawn up with the involvement of the child's parents. The plan will identify causes of concern and what can reasonably be expected of the pupil. Targets will be set which are specific, measurable, achievable, realistic and time-limited (SMART).

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage (on the grounds of age, disability, gender, reassignment (or identity), marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex). Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will 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 to create the plan and review it on a regular basis.

Early Intervention and Support

As well as dealing with inappropriate behaviour when it occurs, this behaviour policy aims to reduce disaffection among pupils. The school recognises that where there are signs of disaffection, early intervention may prevent problems from worsening.

The school will review the support available to individual pupils who may be at risk of disaffection or exclusion. Additional measures could include:

- Buddy system - Year 6
- Counselling
- Individual education planning / teaching strategies
- Engaging with parents / Parenting Contract
- Curriculum flexibility (including not applying the National Curriculum in certain circumstances)
- Referral to a specific support service, such as the Education Psychology Service, SBSS In-school support, Social Care services or Community Child and Adolescent Mental Health Services
- Assessment of Special Educational Needs
- Pastoral Support Programme (PSP)

Involvement of Other Agencies

The school has access to a range of services to support pupils at risk of disaffection or exclusion, or for support in relation to specific problems/circumstances. The school will make referrals to these services where appropriate, and with the consent of the pupil and their parents/carers where necessary. These include:

- The Inclusion Service
- Education Psychology Service
- Education Welfare Service
- Education Support Team for Young People in Public Care
- Social Care services (including the Community Outreach Team (COT))
- CAMHS – The Kite Project, Primary and Jigsaw Education Mental Health Teams, Sound Minds, Children’s Primary Mental Health Practitioner
- The Pendlebury Centre PRU (Outreach Support and PRU placements)

Risk Assessments for Challenging Behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risks, protect pupils and staff, and to exercise the school’s “Duty of Care”.

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community.

The Local Authority has issued guidance to Headteachers to assist schools in this process.

Anti-bullying Policy

We are committed to working with children, staff, governors and parents/ carers to create a school community where bullying is not tolerated. Bullying can be direct – physical, verbal or non-verbal, indirect or cyber-bullying. More details of types of bullying and our whole school approach can be seen in our Anti-Bullying Policy.

Bullying and Harassment (See Anti-Bullying Policy)

This school is committed to a whole school approach against bullying and harassment in any form.

Bullying and harassment is not only damaging, but it stops pupils from learning. All members of the school community are expected to demonstrate care and courtesy towards each other, respect one another, and respect difference and diversity.

This school will not tolerate any kind of harassment, and bullies or instigators of harassment will be dealt with firmly.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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: <ul style="list-style-type: none"> • 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy.

Definitions

Our approach to inappropriate behaviour:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of any school rule
- Any form of bullying.
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Vandalism
- Theft
- Fighting/Violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item

Suspensions and Exclusions

We may, on rare occasions, use suspensions at school. This is a fixed amount of time that a child must stay at home rather than attend school. These will only be used as a last resort where all other methods to restore behaviour have failed. We understand as a school that suspensions do not consider a resolution for issues the child may be facing. The suspension will be used as a time to look

at other options for the child so that we are actively aiming to restore a child's positive school experience and pro-social behaviours. We may look at:

- Staffing
- Environments for teaching
- Alternative timetable within school
- Reducing a child's timetable temporarily
- Attending an alternative provision off-site

All of these options ensure that a child remains in education and that the education they are receiving is suitable for them whilst also creating a conducive environment for other pupils within the school.

In absolute extreme circumstances, it may be our only option as a school to permanently exclude a child. This will only be an absolute last resort and after all other avenues have been explored with both with child and their parents/ carers. School exclusions can have a detrimental impact on a child's later life, and we wish to avoid this whenever possible.

Sexual Harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

This is also covered in our Safeguarding Policy.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Physical Intervention

There are some situations where physical contact (safe touch) with a child may be used, for example:

- to comfort a student in distress
- to gently direct to person (caring c's)
- for activity reasons (for example in drama, physical games)
- to support the child with a physical care e.g. changing, toileting (see Intimate Care Policy)
- to avert danger to the child, other persons or significant damage to property

There are some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 in school reported to governors on a termly basis and reported to parents

Care and Control – Team Teach

If a child is at risk of causing harm to themselves or others, staff may need to use reasonable force to restrain the child. All staff are trained in the use of physical intervention, i.e. restraint, holding or guiding, and training in Team Teach is delivered by Stockport's Inclusion Team. More detail can be seen in our Care and Control Policy.

Safeguarding

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 child protection and safeguarding policy.

Recording and Reporting

The school will ensure we follow all the current local and national guidelines when behaviour incidents including Physical restraint, Prejudice-based discrimination, bullying and any incident classed as a safeguarding matter.

Pupil Transition Between Year Groups

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Racial Harassment and Racist Incidents

This school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly, and sanctions applied as appropriate. In many cases, the parents/carers of the pupil(s) in question will be contacted and may be asked into school to

discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

The school will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or a victim will be included on this form), which will be returned to the Local Authority. The Local Authority may follow up serious incidents with the school and other appropriate agencies.

The school will make a termly report to the Governing Body about the number of racist incidents that have taken place and the action taken in response. If no incidents have been recorded, the Governing Body will complete and return a nil return form to the Local Authority.

Managed Pupil Transfers

If a pupil displays persistent disruptive behaviour and is considered to be at serious risk of permanent exclusion, the school will liaise with the Inclusion Service to discuss early intervention and support, and if necessary, the possibility of a managed pupil transfer to another school. Managed pupil transfers between primary schools will be arranged, if appropriate, with the support of the Inclusion Service.

Recording and Reporting of Incidents

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school has clear procedures in place for recording incidents of inappropriate behaviour and conduct on CPOMS. This is also in the Staff Handbook and all staff are made aware of this on Induction and reminded of procedures on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and also of the correct procedures for recording statements.

The procedures for recording and reporting incidents are reviewed regularly by the SLT and updated when required.

The school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed below:

- **Accident/Incident Report Form** – the school is required to complete a form following every accident or incident resulting in injury that occurs in school, and return a copy to the Health and Safety Team at the Local Authority.
- **Exclusion Notification Form** – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- **Racist Incident Report Form** – this report form is completed and returned to the Local Authority's Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.
- **Serious Incident Record** – a report form from the Team Teach Course Manual is completed and returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil with a restraint.

The school follows the relevant Local Authority guidance which accompanies each of the above reporting procedures/report forms.

The school ensures that completed forms and any photocopies containing personal information are kept secure, as required by GDPR and that only authorised persons are able to see the information.

Feedback and Information Sharing

The school will report details of the implementation of the behaviour management programme to parents.

Staff will receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends, in terms of:

- Type of incident
- Critical days/times in the week
- Critical places within/outside the school
- Pupils involved
- Profile of students involved (ethnicity, age, gender, SEND, LAC status etc.)
- Timeliness of response
- Outcomes

The school evaluates its behaviour policy against key improvement objectives, which include:

- Improvement of individual behaviour
- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The use of rewards, sanctions, exclusions, and referrals to support services will be monitored in relation to race, ethnicity, gender, disability, SEND and Looked After status, and any patterns revealed will be analysed and addressed as appropriate.

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements, in line with the GDPR and Freedom of Information Acts.

The effectiveness of this policy will be reviewed as part of the Governors and the Governing Body will receive statistical reports on bullying, racist incidents and exclusions on a termly basis.

The Behaviour Blueprint will be reviewed and approved by the governing board annually alongside this behaviour policy.

Roles and Responsibilities

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are, however, specific roles for different members of the school community:

1. **The Governing Body** should define the framework of the school's behaviour policy by writing a statement of general principles, and should oversee the Headteacher's maintenance of discipline in school.
2. **The Headteacher** should frame the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity. The views of all stakeholders should be taken into account when formulating and reviewing the behaviour policy, and the Headteacher should publicise the school's policy to pupils, parents and staff at least once a year. With other members of the school leadership team, the Headteacher should organise support for its implementation.
3. The **Wellbeing Lead** should: Oversee the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
4. **The SENCO** should:
 - Collaborate with the governing board, headteacher and the wellbeing lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
 - Undertake day-to-day responsibilities for the successful operation of the behaviour and in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
 - Support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
5. **All school staff should:**
 - Treat all children fairly and with respect.
 - Raise children's self-esteem and develop their full potential.
 - Provide a challenging, rich, broad and balanced curriculum.
 - Create a safe and pleasant environment, physically and emotionally.
 - Apply this policy including A School Built on Kindness and Behaviours Blueprint consistently, including the use of rewards and sanctions consistently
 - Be a good role model and Recording behaviour incidents on CPOMS.
 - Challenging inappropriate behaviour.
 - Provide a personalised approach to the specific behavioural needs of particular pupils.
 - Form a good relationship with parents so that all children can see that they share a common goal
 - Recognise that each child is individual.
 - Be aware of their special needs.
 - Offer a framework for social education.
6. **Parents' responsibilities are:**
 - To make children aware of appropriate behaviour in all situations.
 - To encourage independence and self-discipline.
 - To show an interest in all that their child does in school.

- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school's A School Built on Kindness, Behaviours Blueprint and our RESPECT Values.
- To offer a framework for social education.
- Support their child in adhering to the Behaviour Blueprint.
- Attend any meetings as necessary to discuss their child's behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

7. Children's responsibilities are:

To follow our three attitudes:

- **Aspire** to do the best you can and to set high expectation for yourself
- **Believe** in yourself that you can achieve what you try to do
- **Achieve** by working hard to fulfil your goals
- To work to the best of their abilities and allow others to do the same.
- To be the best version of themselves.
- To treat others with respect.
- To follow instructions of the school staff, first time of asking.
- To take care of property and the environment in and out of the school.
- To follow our values in A School Built on Kindness and Behaviours Blueprint and our School Respect Values

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

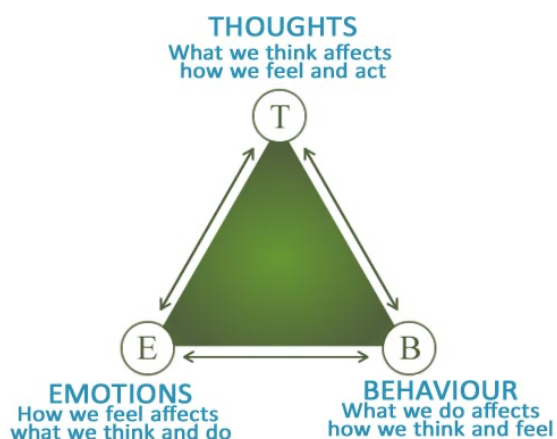
Appendix One: Restorative Log

Attach log to CPOMS entry

Name				Date	
SLT				Class	
Rules	1 Be kind	2 Be a good listener	3 Be hard working	4 Be respectful	5 Be responsible

Incident:

Thoughts- What were you thinking?



**Emotions- what were you feeling?
How are you feeling now?**

Behaviour- how did your behaviour hurt others? How did it hurt you?

How to repair the situation/ prevent this from happening again/make informed choices

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