



**KEREM SCHOOL  
BEHAVIOUR POLICY  
August 2006**

**Promoting Positive Behaviour**

As a Jewish school this policy has been written with social Jewish ethics as our guiding principles. We are aware that we share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching about ways of behaving. At school we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly. The School Code of Conduct (see below) is framed in such a way as to encourage and reinforce courteous and civilised behaviour - every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

A description of responsibilities for all the members of the school community.

| Staff and Governors   | Pupils  | Parents   |
|---|---|---|
| To lead by example  | To support and care for each other                                      | To be aware of the school's values and expectations as written in the Home/School Agreement |
| To be consistent in dealing with every child                        | To respect each others property and work                                | To support the values and expectations of the school  |
| To encourage the aims and values of the school amongst all children | To listen to others and respect their opinions                          | To ensure that children arrive on time each day and are collected at the correct time       |
| To have high expectations of every child                            | To take responsibility for their own actions and behaviour              | To keep children at home when they are ill  |
| To meet the educational, social and behavioural needs of each child | To do as instructed by all members of staff (teaching and non-teaching) | To provide the school with a written explanation of the reason for any absence              |
| To provide an appropriate curriculum                                | To observe the Code of Conduct at all times                             | To provide the school with an emergency contact number                                      |

**School Code of Conduct**

At Kerem School we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do
- Tidy up and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a safe and secure learning environment.

## The ways in which this school encourages good behaviour.

| Low level behaviour management strategies  | Positive strategies that are used   |
|--|---|
| The look!<br>Proximity<br>Refocusing/diversions<br>Simple directions<br>Rule reminders<br>Avoidance of the word 'No'<br>Non verbal signs<br>Giving a choice<br>Giving a warning of a consequence<br>In-class 'time out'<br>Out of class 'time out' | Non verbal approval<br>Verbal approval/acknowledgement<br>Smiley face/stars/housepoints<br>Certificates given in class / weekly assembly<br>Send to colleagues for praise<br>Send to Head Teacher for praise<br>Sharing of success with parents<br>Commendations<br>Chesed awards |

Some of the ways in which this school encourages respect for others:

- Circle work - developing "language of feelings"
- Role play-listening skills
- Sharing skills - "news"
- Conflict resolution skills
- Learning and practicing Jewish values

## Unacceptable behaviour at this school

We divide unacceptable behaviour into three broad bands:

**Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.

**Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Head Teacher.

**Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Head Teacher and parents. Additionally, outside agencies may also become involved and a record may be held on the pupil's educational record. All incidents of Level Three behaviour will be reviewed by the Head Teacher and the Vice Chairman of the Governors who is responsible for monitoring the application of the behaviour policy.

## Unacceptable behaviour described

| Level One                                   | Level Two  | Level Three   |
|---|--|---|
| Not on task                                 | Persistence of Level One   | Persistence of Level Two                                  |
| Disrupting another child, chatting in class | Incomplete tasks (deliberate)                                      | Major disruption of class activity                        |
| Distraction, interruption                   | Refusal to work  | Vandalism of school building, property                    |
| Answering back                              | Defiance   | Stealing/intent to steal (persistent)                     |
| Not taking instruction                      | Deliberate destruction of another child's piece of work            | Repeated incidents of Bullying [see Anti-Bullying Policy] |
| Telling lies/getting others into trouble    | Minor vandalism  | Persistent bad language and verbal abuse                  |
| Verbal abuse, minor bad language            | Stealing/intent to steal   | Violent hitting, kicking, fighting                        |
| Unsafe movement around the classroom/school | Direct verbal abuse/racial abuse                                   | Aggressive violent behaviour, causing deliberate injury   |
| Unsafe behaviour                            | Threatening behaviour  | Abuse/threatening behaviour towards staff/parents         |
| Careless damage                             | Isolated acts of violence - kicking, hitting, spitting, biting etc | Dangerous refusal to obey instruction                     |
| Destruction of property (first time)        | Bullying, persistent name calling                                  | Leaving school premises without consent                   |
| Playtime incident (first occurrence)        | Inappropriate behaviour  | Racial abuse  |

## Sanctions/strategies

| Level One                         | Level Two  | Level Three   |
|-----------------------------------|--|---|
| The look!                         | "Time out" in the classroom  | Head Teacher informed immediately                                   |
| Repositioning of children         | Stay in at breaktime (in a supervised area)  | Formal chat with Head Teacher (child)                               |
| Peer reminders (used sensitively) | Taking work to finish at home  | "Time out" with Head Teacher supervision                            |
| Reminder of Code of Conduct       | Sharing of information with other staff  | Parents invited into school for formal discussion with Head Teacher |
| Private discussion with child     | Loss of privileges/choice of activity  | Action plan agreed involving school and parents                     |
|                                   | Persistent unacceptable behaviour - parents informed by class teacher, informal meeting, discussion with parents, home/school report book introduced | Behaviour contract, supervised by Head Teacher                      |
|                                   |  | Internal exclusion  |
|                                   |  | Involvement of other agencies                                       |
|                                   |  | Exclusion (see below)   |

### Lunchtime / Morning & Afternoon Breaks

Teachers and/or other Staff members will be required to create an entry into the Playground book of any incidents of physical violence or Level II or Level III incidents that occur during breaktimes. The Head Teachers will determine patterns of behaviour from the entries contained in this book and will use this information to characterize incidents at the appropriate level of severity. In the event of a Level II or Level III incident, the offending child will lose breaktime privileges for initially one day, followed by one week or by the child having to be taken off the premises during breaktimes.

### Exclusions

In cases of persistent unacceptable behaviour (Level Three), and where the other sanctions/strategies listed above have been exhausted, an exclusion will be the final sanction. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governors). All temporary exclusions will be reported to the Governors.

### Behavioural Special Needs

In the case of children identified as having "behavioural special needs", the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

## Appendix 1

### Kerem School Anti -Bullying Policy

#### Background information

Bullying to a greater or lesser extent goes on in every school. However, the way it is dealt with can make a huge difference to the victim's life. Bullying is not just a physical assault. It can include:

- name calling, malicious gossip and laughing at someone's misfortune;
- deliberate social exclusion; and
- threats, extortion and damage to property.

Research suggests that non-physical bullying is more common than physical bullying and that its effects can be more damaging to the victim.

Bullying is a common occurrence amongst most young people. It is carefully controlled by the bully as a means of validating their own self image as powerful within their peer group. The victim's peer group is generally aware of the existence of bullying and does not like it. However, they generally lack the will, leadership or sense that a different style of social relationship is possible to do much about it (Stephenson and Smith, 1989).

About half of bullying incidents occur on a one to one basis. The other half involves larger groups. The playground is the most likely place for bullying to occur although any unsupervised area e.g. classrooms, corridors, etc. are likely venues (Whitney and Smith, 1993).

Boys tend to adopt open or direct bullying approaches, e.g. threats, taunts, etc. whilst girls tend to adopt more indirect approaches, e.g. withdrawal of friendship, spreading rumours, etc. (Alimad and Smith, 1994)

The Kidscape survey (1995) found that amongst 4000 five to sixteen year olds:

- 68% complained about being bullied
- 38% had been repeatedly bullied or had had a particularly terrifying bullying experience
- 8% of boys and 4% of girls were so chronically or severely bullied that it was seriously affecting their everyday lives.

Bullying has negative effects on both the bully and the victim.

Childhood bullies:

- are three times as likely to have a court conviction than non-bullies (Olweus, 1989).
- are more likely to become delinquents in later life (Lane, 1989).

The victim may suffer from:

- decreased self-esteem in the short term (Boulton and Smith, 1994)
- decreased self esteem in later life (Olweus, 1993)
- greater difficulty in later life forming trusting relationships (Gilmartin, 1987)
- adult disturbance following peer rejection (Parker and Ashton, 1987)
- a lowering of ability to concentrate, solve problems and learn effectively (Turkel and Eth, 1990)
- suicidal tendencies (Smith and Share, 1994; Burnage Report, 1989)

The best approach to combat and prevent bullying is a whole school approach where the whole school community works together to eliminate bullying and acts to promote the school's anti-bullying policy and procedures for its prevention ( Robinson and Maines, 1994)

Kerem School adopted the "No Blame" approach as a proven anti-bullying strategy. This approach:

- protects the victim from further bullying,
- changes the bully's behaviour and
- encourages empathy, shared responsibility and problem solving.

#### The "No Blame" approach

When bullying has been observed or reported then the "No Blame" approach offers a simple seven-step procedure, which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

### Step one - talk with the victim

When the facilitator finds out that bullying has happened, she starts by talking to the victim. During this conversation the listener encourages the victim to describe how he feels with reflective comments such as, "That must be very hard for you ... So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the victim wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to".

It is important that the victim understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained the victim usually feels safe, and relieved that something is being done. He may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group. Asking the victim to suggest the names of those involved, some colluders or observers and some friends who will make up the group.
- Inviting the victim to produce a piece of writing or a picture which will illustrate his unhappiness.
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present his own account, as it is possible that he will make accusations, provoke denial or justification and undermine the problem-solving approach.

### Step two - convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the victim. A group of six to eight works well.

This is an opportunity for the facilitator to use her judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

### Step three - explain the problem

The facilitator starts by telling the group that she has a problem - she is worried about "John" who is having a very hard time at the moment. She recounts the story of the victim's unhappiness and uses the piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

### Step four - share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- No-one is in trouble or going to be punished
- There is a joint responsibility to help John to be happy and safe
- The group has been convened to help solve the problem.

### Step five - ask the group members for their ideas

Group members are usually genuinely moved by the account of John's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. She makes positive responses but she does not go on to extract a promise of improved behaviour.

#### Step six - leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. She thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

#### Step seven - meet them again

About a week later, the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about his contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

This approach empowers people to be nice, models non-bullying rather than bullying behaviour, protects the victim from revenge attacks by putting a support group around him/her, destabilises/eradicates the bully's power base by getting coerced individuals to sign up to be nice to the victim so the victim benefits not only from the cessation of the bullying behaviour but also has the support of peers and previous bullies.

## Appendix 2

### Developing proactive approaches to tackling bullying through the curriculum

#### The personal, social, health and citizenship education (PHSCE) curriculum

Not all of PHSCE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHCE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - [www.nc.uk.net](http://www.nc.uk.net).

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#### Key Stage 1

The PSHCE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.

There are other opportunities to reinforce these topics across the wider curriculum:

#### English

- There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

#### Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

#### PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

#### ICT

- How to find information. Look for information about emotional health and wellbeing.

#### Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Also try using Welltown, (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

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## Key Stage 2

The PSHCE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.

There are other opportunities to reinforce these topics across the wider curriculum:

### English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

### ICT

- How to find information. Find and retrieve information about mental health.

### PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about.

Also try using Galaxy-H, (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.