

HASMONEAN HIGH SCHOOL FOR BOYS



BEHAVIOUR POLICY

INTRODUCTION

This policy sets out how Hasmonean High School for Boys (“The School”) will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students.

The school’s motto of *‘Torah im Derech Eretz’* encapsulates the vision to create an educationally conducive atmosphere at the School where all stakeholders fundamentally aim to have positive and supportive working relationships. “Torah” refers to the studying and observance of Jewish Law and tradition combined with *Derech Eretz* which means both [a] a worldly occupation and secular knowledge and [b] respect and caring for other human beings. We aim to create an environment of *Chesed* – kindness beyond the letter of law. We promote human duty, not just human rights. These goals should be achieved through positive reinforcement of good behaviour and practice. Adults should act as positive role models in the way they deal with each other and with students.

This policy is compliant with the following DFE Guidance/Advice:

- ‘Behaviour In Schools – Advice for Headteachers and school staff’ (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf.
- Suspension and Permanent Exclusion Guidance (July 2022): <https://www.gov.uk/government/publications/school-exclusion>
- Searching, Screening and Confiscation – Advice for Schools (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- ‘Behaviour and Discipline in schools’ DFE publication (January 2016): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1088335/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
- Use of Reasonable Force in Schools (July 2013): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Supporting Pupils with Medical Conditions in School (2014): <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping Children Safe in Education 2022.

In applying this policy, the School will take into account its duties under the Equality Act 2010. It will also take into account the needs of students with special educational needs by taking into account the SEND Code of Practice. The School will also have regard to its Safeguarding and Child Protection Policy, where appropriate and specially to include measures to prevent child-on-child abuse.

This policy is available on the School website and on request.

1. PRINCIPLES

In order to achieve a safe and effective teaching and learning environment, good behaviour in all aspects of school life is necessary. All students have a responsibility for ensuring they contribute to a positive and purposeful learning environment throughout the day.

The School seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour (see appendix 1)
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support (behaviour management is part of New Teacher Induction Programme)
- Offering student support (peer mentors, study buddies)
- Liaising with parents and other agencies
- Managing student transition

2. ROLES AND RESPONSIBILITIES

- 1.1 The Local Governing Body** established this policy in consultation with the Headteacher, staff and parents, for the promotion of good behaviour and will remain under review biannually. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. The Local Governors will support the School in maintaining high standards of behaviour.
- 1.2 The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and staff will be provided with regular training regarding managing behaviour during CPD sessions and INSET days.
- 1.3 All staff** have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff will be responsible for ensuring that the policy and procedures are followed, and that it is consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- 1.4 The Local Governing Body, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, sex, or disability. They will also ensure that the concerns of students are listened to

and appropriately addressed.

1.5 Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the School. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and in supporting this policy. Parents and carers will have the opportunity to raise any issues arising from the operation of the policy with the school.

1.6 Students are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3. PROCEDURES

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

4. BEHAVIOUR EXPECTATIONS FOR ALL PUPILS, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

The school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The School considers how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of the school is to encourage a positive behaviour culture that will create a calm environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Where appropriate, the school will consider poor behaviour in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school will consider the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, the school has a duty to secure that the special educational provision called for by a pupil's special educational needs is made.

Patterns of challenging behaviour will be flagged to the SENDCO for investigation into unmet or unidentified SEND or mental health issues.

5. CLASSROOM MANAGMENT

1.1 Lesson entry protocol

When entering a classroom/lesson all students are expected to adhere to the following:

1. Line up outside of the room in single file, silently and with correct and tidy uniform

2. When teacher asks class to enter, they should do so quietly and stand behind their allocated seats
3. They should take out the correct equipment
4. They should wait to be invited by the teacher to sit down

1.2 Chance, Warning, Action:

To ensure consistency in the classroom, all teachers and staff at Hasmonian will follow a warning system in response to unacceptable disruptive behaviour. They will also use the consequences ladder (appendix 2) to guide them.

1. CHANCE – *you have disrupted the lesson. Please take this as your chance.*
2. WARNING – *you have disrupted the lesson again. This is now your warning.*
3. ACTION – *you leave me no choice but to take action and call the duty teacher.*

If the duty teacher is called, reintegration into the lesson should always be the aim. Where this is not possible due to serious disciplinary reasons, the student will be taken to the Reflection Room for the remainder of that lesson and the following lesson, to enable them to regulate their behaviour and ready themselves to re-enter a learning environment. The Reflection Room is a supervised setting that enables students to continue with their learning in a calmer, more focused environment.

All students sent to the Reflection Room will be expected to stay for a same day afterschool detention. Parents, carers and or social workers will be notified of this on the same day. Parents are also asked to respect that they may be notified towards the end of the day. In addition, parents are respectfully asked not to ask for special dispensation.

If a student enters the Reflection Room for a second time in the same day, they are expected to stay for the remainder of the school day. In addition, the student will still be expected to attend the same day after school detention initially issued when removed from the lesson the first time, but the time will be extended up to an hour.

Students can spend less/additional time in the Reflection Room at the discretion of a member of the pastoral staff. Poor behaviour in the Reflection Room and/or regularly being sent to the Reflection Room may result in a student being given a fixed-term suspension, if the Reflection Room is judged by the pastoral team as no longer representing an effective way to address the behaviour.

5. BEHAVIOUR AND CONSEQUENCES

The School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect amongst students themselves, and between staff and students. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible the school will try to facilitate them at the same time if appropriate.

The Pupil Code of Conduct aims to maintain a learning environment that is free from disruption and provides equal opportunities for all.

The consequences ladder (Appendix 2) highlights the escalation procedure for misbehaviour (including serious misbehaviour, such as sexual harassment, child-on-child abuse, sexual violence and bullying) at Hasmonian and provides suggested sanctions. All staff throughout the school day and in lessons will use this.

The positive behaviour ladder (Appendix 3), highlights the escalation procedure for good behaviour at

Hasmonean and provides suggested rewards. All staff throughout the school day and in lessons should use this.

<i>Every student in Hasmonean High School for Boys regardless of their ethnic origin, social status, language, age, nationality or religion has rights and responsibilities</i>	
THE RIGHT	AND THE RESPONSIBILITY ...
To have the best education that will help me achieve my potential	To meet my targets and be proud of my achievements
To be allowed to work hard in lessons.	Not to distract others, making it easy for everyone to work.
To be treated with respect in what I do and say.	Not to be rude to others or unfairly criticise their views.
To be part of a well-ordered, clean and tidy environment.	To do my part in keeping the School clean and litter free.
To feel that my personal property is safe.	Not to take or damage the property of others.
To feel safe from violence and verbal abuse.	Not to be physically aggressive or verbally abusive to others.
To be supported by everybody around me.	To help others whenever possible.

This policy applies to all students from years 7-13. Additional aspects of behaviour specific to students in years 12-13 can be found in the Sixth Form Policy. These policies work in conjunction with one another and the Exclusion policy, Detention guidance, Safeguarding and Child Protection policy and the Anti –Bullying policy.

a. Rewards and Sanctions

The School offers a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School’s Behaviour Policy. These are proportionate and fair and they may vary according to the age of the students, and any other special circumstances that affect the student.

b. Promoting Positive Behaviour

The ultimate reward for a student is for them to see their success and achievement in both their academic studies and personal development. Hasmonean recognises that encouragement and praise is central to the promotion of positive behaviour for learning. Rewards are one means of achieving this. Rewards should be inclusive and should recognise academic and community achievements. Rewards should be both simple and immediate, and be consistent and valued.

Hasmonean has five values that it encourages all students to develop and show:

- Honesty
- Achievement
- Sensitivity
- Middot

Optimism

Where students display these values, they are rewarded in a number of ways:

Rewards include:

- A. Verbal praise
- B. Positive referral on Bromcom
- C. Communication home – phone call/ email
- D. Postcards/letters home
- E. Reward Prizes from the Reward Shop
- F. Award assemblies
- G. Jack Petchey awards
- H. Year Leader awards
- I. Student of the Term awards
- J. Reward trips
- K. Celebration day

c. Reward Shop

Actions – Rewards shop – Students who receive a positive postcard home can bring them into school to trade it in for a prize in the shop. Each postcard will be signed by the Year Leader and it can then be redeemed.

There will be four levels of rewards:

Reward 1- Form tutor postcard for 6 positive referrals per week

Reward 2- Year Leader postcard for 9 positive referrals per week

Reward 3 -Assistant Head teacher postcard for 13 positive referrals

Reward 4 -Head Teacher postcard for outstanding incidents of good behaviour

There will also be prizes for 100% attendance per term

D. Prevention

Hasmonean is invested in working with pupils and the whole school community to use education as method of preventing issues of discipline and wrongdoings, such as sexual harassment, child-on-child abuse, sexual violence and bullying. Hasmonean invests heavily in ensuring that pupils are educated via the PSHCE curriculum, assemblies, alternative provisions and other such educational opportunities. Hasmonean also encourages working in tandem with parents to ensure that prevention of any poor behaviour in a unified approach.

E. Discipline

A range of disciplinary measures are clearly communicated to school staff, students and parents.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the School rules, including rules regarding attendance and uniform, or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff (unless the relevant Headteacher says otherwise) e.g. teaching assistants, the site team and administration staff.

Staff may discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school to such an extent as is reasonable.

d. Sanctions

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour – see Appendix 2, Behaviour Ladder for the list of behaviours that may warrant sanctioning. .

When poor behaviour is identified, sanctions are to be implemented consistently and fairly in line with the policy. Students will be given an opportunity for a fair investigation, with statement writing in line with DfE guidance.

Sanctions include:

- i. Non-verbal warning
- ii. Verbal warning
- iii. Negative referral on Bromcom
- iv. Communication home
- v. Moved to another lesson
- vi. Afterschool detention
- vii. Lesson exclusion
- viii. On report
- ix. Community service
- x. Reflection Room
- xi. Full day or Half day Internal suspension (including period 8)
- xii. External fixed term suspension
- xiii. Loss of privileges e.g. being dropped from representing the School, missing school activities or trips, not being able to bring a phone to school
- xiv. Alternative provision
- xv. Use of the Pupil Referral Unit
- xvi. Permanent Exclusion (expulsion)

Hasmonean will only permanently exclude as a last resort.

In addition to disciplining pupils whilst at school, teachers may, subject to the provisions of this policy, also discipline students for:

- Misbehaviour when the student is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the School.
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the School or
 - poses a threat to another student, member of staff or member of the public or
 - could adversely affect the reputation of the School and is contradictory to the ethos of the School

Records will be kept of all sanctions given for serious misbehaviour on Bromcom, the School MIS. A single or combination of sanctions may be used to reflect the serious nature of the offence.

Sanctions will be proportionate and the student's age and any special educational needs or disability that they may have will be taken into account.

If a student is vulnerable, suspected to be suffering, or is likely to suffer harm, the School will follow the Safeguarding and Child Protection Policy and consider whether a multi-agency assessment is

necessary.

The Headteacher can exclude a student either permanently (expelled) or for a fixed period (suspended) if they misbehave. (*See Exclusion Policy*)

e. Support

In addition to applying sanctions, the school provides support to enable students to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

Support within the School includes:

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Half-day timetable and/or use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community

Hasmonean will provide support to pupils with additional needs where those needs might affect behaviour. This support may include movement breaks, adjustments to seating plans, adjusting uniform requirements for those with sensory issues and training for staff in SEN on particular issues.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy.

f. Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. All Teaching and Learning Support Staff may issue a student with an after school detention for poor behaviour. After school detentions can also be issued for lack of equipment and for incorrect uniform, though students should be given an opportunity to rectify the issue. After school detentions can also be issued if students are late for school or for individual lessons. Year leaders can also issue after school detentions based on negative referrals made on Bromcom.

Detentions may be set at the following times:

- A. Before or after official school start and finish times
- B. Any school day when the student does not have permission to be absent (not including Shabbat or Chagim)
- C. Teacher training days

Teachers may keep students in during their lunch break. Pupils will be allowed reasonable time to eat, drink and use the toilet.

The School will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, we will always take into consideration whether or not a student has the means to return home safely and any special or medical needs which they may have.

Notice will often not be given for a short conversation after school about behaviour or any other school- related issues.

Please note that parental consent is not required for detentions to take place.

For full details, please refer to the School Guidance for Detentions which is available from the School office: email@hasmonean.co.uk

g. Community Service

Community service provides students with the opportunity to give back to the school community to ensure that they develop a sense of giving.

Community service offers an additional consequence that can be devised and actioned at the discretion of the Pastoral Team. Examples include picking up litter or weeding school grounds; tidying a classroom or other room in the school; helping clear up the dining hall after meal times; or removing graffiti.

Community service can be served either during the school day or after school hours at the discretion of the Pastoral Team.

h. Internal Suspension

The school reserves the right to internally suspend students when their behaviour warrants such a sanction. Internal suspension can be issued for the length of time that the Assistant Headteacher (Pastoral) or Headteacher feels appropriate. Most internal suspensions will take place in the Reflection Room, however there may be occasions whereby a student will complete their internal suspension in a different space within the school. All students who are internally suspended must adhere to the behaviour policy or risk further escalation of sanctions.

6. SUSPENSION AND PERMANENT EXCLUSION (EXPULSION)

The decision to permanently exclude is that of the Headteacher at the School. The School will adhere to current legislation, including the Equality Act 2010 and DFE guidance when making any such decisions. For full details, please refer to the School's Exclusion Policy.

7. RESTORATIVE JUSTICE

In some instances, restorative justice is recommended to support a student and is a process which restores relationships.

It is a commitment to:

- facilitating dialogue between all those affected by the wrongdoing or conflict;
- encouraging those responsible for the harm to become accountable for their actions and responsible for putting right to wrong;
- ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs;
- involving everyone affected in finding mutually acceptable ways forward;

- repairing the harm caused by any behaviour that has a negative impact on others;
- repairing, or at times building, relationships between those affected.

Restorative justice is strongly encouraged at Hasmorean between students and between students and teachers. Where a teacher sets an afterschool detention, it is strongly suggested that the teacher has a restorative justice conversation with the student during the detention or within a 24-hour period. Where a student has been sent to the Reflection Room from a lesson, it is strongly encouraged that the teacher visits the student for a restorative justice conversation during his time in the Reflection Room or within 24 hours. It is advised that a member of SLT or the pastoral team be present when a restorative justice conversation takes place.

8. SIXTH FORM

In the Sixth Form, we encourage and support all students to flourish and to fulfil their potential. We have a wonderful environment where all students are given the opportunity to develop and enhance their skills and to learn new skills, both within their academic subjects and outside. Students are encouraged to become independent learners and they are also given certain privileges so they feel they are treated more like young adults. The School has incredibly high expectations of our Sixth Form students and there are occasions when students may fall below these expectations.

As a result of this, whilst Sixth Form students are subject to the whole School Behaviour Policy, an independent ladder of escalation and support is needed for issues specific to the Sixth Form. A four stage system is used, with the final stage potentially leading to a student being permanently excluded.

Each student is monitored by the Head of Sixth Form together with the Assistant Head of Sixth Form and negative referrals that are logged on Bromcom by teachers are tallied. Once a student reaches five negative referrals, they are escalated to the first stage of the ladder.

The first stage involves a meeting between the Head of Sixth Form, parents and the student. The negative referrals will be discussed and targets agreed in order for the student to be supported. The student is placed on report to the Head of Sixth Form via Bromcom for a period of two weeks.

If things do not improve within the two-week period and the student receives further negative referrals whilst on report, they will be escalated to the second stage after the two-week period is over. This leads to another meeting between the Head of Sixth Form, parents and students, with the addition of the Assistant Headteacher responsible for pastoral care. A discussion is held as to why the targets agreed at the first meeting have not been met and it is explained to the student that they are failing to comply with the School policy. Further targets are agreed and set and the student is now supported by a member of the Senior Leadership Team, to whom the student is on report for two weeks and with whom daily support meetings are held.

Stage three is activated if a student receives a further negative referral whilst on report to a member of the Senior Leadership Team. If this happens, he/she will be excluded based on the whole School behaviour policy and the matter will be treated as a disciplinary issue. The process begins with an internal suspension and may escalate to fixed term suspensions. Please see the School's Exclusion Policy for more details.

The final stage begins after all supportive measures have been put into place and the student repeatedly fails to follow instructions. A further negative referral will lead to them being permanently excluded.

9. UNIFORM AND APPEARANCE

The school will discipline pupils for breaching the school's rules on uniform and/or appearance. Detentions and community service will be issued for uniform infringements. This will be carried out in accordance with the School's Uniform and Appearance Policy.

10. USE OF MOBILE PHONE AND OTHER TECHNOLOGY

Students may not use their mobile phones or smart watches in school, though Sixth Form students can use their phones and smart watches in the common room. All students in Years 7-11 have to lock their phones and smart watches away during form time in the morning in the designated phone lockers. A further lock will be applied to all lockers by the form tutor. Phones and smart watches are released at the designated time at the end of the school day. If a student needs to go home during the school day, their phone and smart watch will be released. If a student arrives to school late or needs to leave school early, both pre-arranged, phones and smart watches must be left with the Welfare and Attendance Officer. There may be occasions where phone boxes are used to store Year 7-11 phones instead of using the designated lockers.

Year 11 Beis Chazak students must hand in their phones and smart watches upon arrival at Ohr Chodosh. Phones and smart watches will be returned to the students at 10.20. Students must then hand in their phones and smart watches once they arrive at the main school site.

Where a phone is seen, heard or a student is found with their mobile phone or smart watch in school, the phone and/or smart watch will be confiscated by a member of staff and kept for the following period of time.

First Confiscation – The phone will be confiscated for five full school days.

Second Confiscation – The phone will be confiscated for 30 school days.

Third Confiscation – The phone will be confiscated for 60 school days.

In some cases, the School may insist that the phone be collected by a parent/carer or an appropriately appointed adult for it to be returned.

It is a matter of personal choice as to whether pupils bring their phones and smart watches to school. Whilst the school will take all reasonable care when undertaking the above measures, having done so, it cannot be held liable for any loss, damage or theft to these devices as a result of them being brought onto the premises.

If a student refuses to lock their phone and/or smart watch away, appropriate sanctions will be applied.

Serious misuse of mobile or other technology, for example cyberbullying or the taking of or sharing of inappropriate images (please note this list is not exhaustive) will be dealt with by applying sanctions explained in this policy. The sanction is likely to include permanent exclusion or a fixed term suspension from school. The School understands that cyberbullying and other misuses of technology will often take place outside of school. The school will only intervene if it has an impact on someone within the School community and/or brings the School's reputation into disrepute.

The above also applies to smart watches, which will need to be stored away in lockers in the morning and released in the afternoon.

11. SELLING AND RECEIVING PAYMENT

It is prohibited for students to sell any items to any members of the school community for personal gain. This includes whilst on the school premises, outside the school gates or during any school-related activities.

Students who wish to raise money for charitable purposes must seek the permission of a senior member of staff and do so under the guidance of that staff member, informal educator or Tzedaka committee.

Students may not receive payment (monetary or otherwise) for services provided e.g. completing a piece of work for another student even if that is with the agreement of the other student involved. This will be viewed by the school as extortion.

The Headteacher may impose a fixed term suspension for such misdemeanours.

12. SEARCHING, SCREENING AND CONFISCATION OF STUDENT PROPERTY

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. They have the power to search with and without consent for prohibited items. The School will follow the DfE guidance 'Searching, Screening and Confiscation – Advice for Schools (July 2022):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Prohibited Items

Prohibited items include knives, razor blades, weapons, alcohol, drugs, stolen items, tobacco or cigarettes, electronic cigarettes or vapes, fireworks, pornographic images, items that could be used to cause an offence, legal highs.

The School has also banned and can search for mobile devices, smart watches, laser pens, cameras, electronic equipment including, but not limited to, handheld games machines, ipods, MP3 players, SMART Watches etc.

Please note that staff have an obligation to inform the Police of any illegal item brought into school.

Searches

The School will use searching, screening and confiscation powers appropriately as it is an important way to ensure pupil and staff welfare and safety is protected as well as helping school establish an environment where everyone is safe. The school will adhere to the guidance 'Searching, Screening and Confiscation Advice for schools' (July 2022). **The school will assess the urgency of the need for search and consider the risk to pupils and staff.** If a search is deemed necessary, the pupil will be told why they are being searched, how and where the search will take place. Additionally, the pupil will be given the opportunity to ask questions. The school will endeavour to have a member of staff who is of the same sex as the student present and an additional member of staff present as a witness to the search for safeguarding purposes.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff and/or the member of staff is of the opposite sex. If a search is conducted without a witness, they should immediately report this to another member of staff and log the event on CPOMS.

The Headteacher will ensure that there are a sufficient number of staff appropriately trained in how

to lawfully and safely search a student who is not co-operating so that these trained staff are able to support and advise other members of staff if this situation arises. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item: all searches should be logged on CPOMS, with the staff member ensuring that the DSL is made aware of the incident. If a search revealed a safeguarding risk, the DSL should also be involved without delay.

Searches with consent

Members of the standards and pastoral teams are authorised to search students with their consent for any item. The member of staff should ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Searches without consent

Only staff members authorised by the Headteacher may carry out searches without consent. A member of staff of the same sex as the student will carry out the search unless there is an immediate risk of harm. Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules.

The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

Disposal or retention of articles confiscated from students

Confiscated items which do not fall under the prohibited items list will be returned at the discretion of the Year Leader. The return date will be determined by the number of repeat offences where the item has been used inappropriately. For example, mobile phones in school (For further details please refer to Use of Mobile Phone Guidelines).

Confiscated items will be kept in a locked cupboard or more securely, in a safe if they are of significant value. Teachers may confiscate, retain or dispose of students' property as a punishment, so long as

the circumstances deem it reasonable.

The School cannot accept responsibility for any lost or stolen items.

Following a search

Whether or not any items were found as a result of the search, the DSL, together with the pastoral team, will consider if pastoral support, an early help intervention or a referral to MASH is appropriate.

If a student is found to be in possession of a prohibited item, they will be sanctioned in line with the school's behaviour policy.

Parents will be informed of any search for a prohibited item and the outcome of the search, as soon as this is practicable. Any formal complaints about searches should be made in accordance with the School's usual complaints policy.

13. USE OF REASONABLE FORCE

School staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The School will follow the DfE guidance:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The School will provide annual training regarding screening, training and use of reasonable force to ensure that all staff are familiar with the policies and know how to act in these circumstances.

Following any serious incident involving the use of force, the School will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by the School.

14. SCHOOL TRIPS

(N.B. This term also includes functions and events organised by the School)

The School recognises the importance of an informal atmosphere on school trips, however any behaviour that contravenes the smooth running of a trip or brings the reputation of the School into disrepute, compromises health and safety, behaves inappropriately or breaches the School ethos will be sanctioned in line with the normal school policy.

Students who are deemed unsafe to be on a trip (as determined by the trip leader in conjunction with the appropriate pastoral staff following a risk assessment) will not be allowed to attend. Students who do not behave appropriately may be sent home and further sanctions may include not being able to attend future trips and/or a fixed term suspension or permanent exclusion. The School's mobile phone guidance applies during activities on school trips. The School Behaviour Policy applies in its entirety during day-time or overnight residential trips.

15. ALCOHOL AND DRUGS

The School operates a zero-tolerance policy on alcohol and drugs for the health and safety of all staff, students and visitors. This policy applies to all school and school related activities whether on or off site and this includes the journey to and from school. For more information about these issues, this policy should be read in conjunction with the Supporting and Managing Drug Related Incidents Policy.

Any student found to be involved in any drug or alcohol related incident whilst in the care of the School, or if they bring the school into disrepute, will be disciplined in accordance with the School's

Behaviour Policy. If on a trip, the student will be sent home and may not be allowed to represent the school or attend further trips. The sanction for any drug or alcohol related incident might include fixed term suspension or permanent exclusion from school.

16. CIGARETTES AND E-CIGARETTES

Smoking is the single most preventable cause of premature death and ill health in society (WHO, 2009¹). Schools have a major role to play in working towards the prevention of smoking amongst students and providing a safe environment, free from second hand smoke. Smoking and the use of electronic cigarettes represent a health and safety issue for schools. NICE Guidance (2010) on Schools Based Interventions to Prevent Smoking recommends that these policies should sit within wider school strategy on well-being, drugs and alcohol, and behaviour. This guidance can be found at <http://www.nice.org.uk/guidance/ph23/chapter/recommendations>.

Smoking by students, staff or visitors in the buildings or on any part of the site is forbidden at any time. The use, or charging, of electronic cigarettes on site is not permitted.

Students found in possession of smoking or electronic cigarette paraphernalia will have it confiscated, and stored safely. Any smoking or electronic cigarette paraphernalia that is confiscated may be disposed of by the school. The School may consider asking a parent to pick it up. It will never be given back to the pupil.

Any student found to be involved in any smoking related incident whilst in the care of the School, or brings the School into disrepute, will be disciplined in accordance with the School's Behaviour Policy. If on a trip, the student will be sent home and may not be allowed to represent the School or attend further trips. The sanction for any smoking related incident might include permanent or fixed term exclusion from school.

17. MALICIOUS ACCUSATIONS AGAINST STAFF

The school takes every allegation against staff members seriously. In the event that a student makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the CEO or Headteacher will apply relevant sanctions and/or support in line with the policy and the School's Exclusion Policy. For additional information regarding the process of addressing allegations against staff please refer to the Safeguarding and Child Protection policy.

18. INVOLVEMENT OF OUTSIDE AGENCIES

The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

External Agency Support includes:

- Barnet CAF team
- School nurse
- Norwood
- Drugline
- JWA
- JTeens
- Barnet Youth Support Service

¹ https://www.who.int/nmh/publications/fact_sheet_tobacco_en.pdf

- Community Police Officer
- CAMHS
- Binoh
- The Clubhouse
- JW3

Please note that the list above is not exhaustive.

19. THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATES

The Behaviour Policy can extend to activities outside the School day and off the School premises when the student 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 student at the School

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour that could have repercussions for the orderly running of the School, poses a threat to another student, member of staff or member of the public or could adversely affect the reputation of the school. This includes, for example, bullying and cyber-bullying that take place out of school may be sanctioned in line with this policy.

20. TRAINING

The Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. Training in Positive Behaviour management is part of the Induction Programme for all newly appointed teachers.

21. INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct annual reviews of the Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Body informed.

In order for this policy to be effective, a clear relationship with other school guidance and policies, particularly the SEND Policy, Anti-bullying Policy, Safeguarding and Child Protection Policy, Exclusion Policy, First Aid Policy, Health and Safety Policy, Detention Guidelines, Attendance and Punctuality Policy, Sixth Form Policy, Beis Chazak Policy, Search, Screen and Confiscation Guidelines, Supporting and Managing Drug Related Incidents Policy and Use of Reasonable Force Guidelines has been established.

22. REVIEW

The Local Governing Body will review this policy annually, to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

Reviewed by Stone King October 2022

Ratified by the Local Governors Standards Committee October 2022

Next Review: October 2023

APPENDIX 1

The School's Expectations - The Students' right to learn

The School is an outstanding school, with outstanding teachers and students. Every teacher has the right to teach and every student has the right to learn.

In order to achieve your maximum potential we expect you to:

- Arrive on time, properly dressed with all equipment you need
- Follow all instructions first time, without argument
- Raise your hand if you wish to speak and wait to be invited by the teacher

In the corridor:

- Act kindly and respectfully towards staff, visitors and fellow students
- Be calm and orderly
- Respect your environment

Remember to act with a kind heart and always try your best.

APPENDIX 2

Consequence Ladder

Code	Types of behaviour	Actions				
		Class teacher	Director of Learning	Year Leader	SLT	Headteacher
H1a	Low level chatting/silliness Calling out Low level disruption	Chance, Warning, Action – duty teacher called Restorative Justice conversation Communication home				
H1b	Failure to follow lesson entry protocol Failure to complete classwork Failure to complete homework Home learning not completed or not completed to an acceptable standard Lateness to lesson Lack of equipment Lack of uniform Rudeness	Negative referral on Bromcom Communication home Certain number of negative referrals lead to Year leader detentions				
H2	Three H1b incidents in one term Refusal to follow instructions or engage with CWA Inappropriate language including swearing in conversation Inappropriate use of device Defiance Behaviour detrimental to the Jewish ethos of the school Eating in class, including chewing gum Littering	Immediate Action – duty teacher called Reflection Room – time spent at the discretion of YL/SLT Restorative Justice conversation	Communication home Parental meeting			
H3	Three H2 incidents in one term Dishonesty/lying to a member of staff Swearing at another student Rudeness to member of staff Fighting Serious misuse of device Failure to attend YL detention Failure to show report at end of day to YL/DoS/SLT Aggressive defiance, including appearance Vandalism or damage to school property Vandalism or damage to the property of a members of the school community.		Subject specific escalation discussed with Year Leader	Internal exclusion – time spent at the discretion of SLT Note: Failure to attend YL detention leads to an internal exclusion as well as the original YL detention		

	<p>Discriminatory language/action towards peers and/or staff (depending on nature)</p> <p>Truancy</p> <p>Selling to and/or buying from another student</p> <p>Bullying, including cyber, physical, sexual, verbal (depending on nature) (child on child / child and staff)</p> <p>In possession of banned item (depending on nature)</p> <p>Breach of School Ethos (depending on nature) Theft (depending on nature)</p> <p>Bringing the school into disrepute (depending on nature)</p>			Possible Community Service		
H4	<p>Three H3 incidents in one term</p> <p>Gross disobedience</p> <p>Extreme rudeness towards a member of staff</p> <p>Swearing at a member of staff</p> <p>Intimidating a member of staff</p> <p>Smoking, including e-cigarettes and vapes</p> <p>Being in the vicinity of anybody smoking or handling paraphernalia</p> <p>Poor behaviour in Reflection Room</p> <p>Very serious misuse of device</p> <p>Serious vandalism or damage to school property</p> <p>Serious vandalism or damage to the property of a member of the school community (depending on nature).</p> <p>Assault</p> <p>Dangerous behaviour in or outside of the classroom</p> <p>Malicious allegation against staff that could jeopardise their employment</p> <p>Discriminatory language/action towards peers and/or staff</p> <p>Bullying, including cyber, physical, sexual, verbal (depending on nature) (child on child/ child and staff)</p> <p>In possession of banned item (depending on nature)</p> <p>Theft (depending on nature)</p> <p>Breach of School Ethos (depending on nature)</p> <p>Refusal to comply with a search (depending on nature)</p> <p>Bringing the school into disrepute (depending on nature)</p>			<p>Possible Community Service</p> <p>Escalation discussed with SLT</p>	<p>Fixed term exclusion – time spent at the discretion of SLT</p> <p>Potential police liaison involvement</p>	
H5	<p>Three H4 incidents in one term</p> <p>Possession of offensive weapon</p> <p>Possession of and/or dealing of illegal substances</p> <p>Violence towards member of staff</p> <p>Breach of School Ethos (depending on nature)</p> <p>Refusal to comply with a search (depending on nature) Failure to comply/failure of the Supporting Testing Programme (STP)</p> <p>Potentially any one off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline</p>				<p>Escalation discussed with Headteacher</p>	<p>Potential police liaison involvement</p> <p>Potential enrolment on STP</p> <p>Permanent exclusion</p>

* This guide is not exhaustive; no guide can ever contain every action a child may commit. Staff must use their judgement if a negative behaviour type is not listed above. If in doubt, staff should consult the Year Leader or a member of SLT.

- * Directors of Learning and Year Leaders, in consultation with SLT if needed, should decide the action that a type of behaviour needs, based on the above guide.
- * This guide should be read in conjunction with the behaviour and exclusion policies.

APPENDIX 3

Positive Behaviour Ladder

Code	Types of Positive Behaviour	Actions					
		Class teacher	Form Tutor	Director of Learning	Year Leader	SLT	Headteacher
P1	Contributed to positive learning environment Good classroom participation Produced good classwork Produced good homework Polite and respectful towards the teacher and/or peers Helpfulness Optimistic Teamwork Demonstrating intellectual curiosity Acted safely	Verbal praise Positive referral on Bromcom	Verbal praise Postcard home for 6 positives per week Redeem prize from Reward Shop				
P2a	Consistent excellent classroom behaviour Consistent excellent class work Consistent excellent homework Consistent progress made	Communication home In class prizes		Communication home			
P2b	Attendance to school above 96% Good manners and middot Kind and considerate Helpfulness Optimistic				Postcard home for 8 positives per week Redeem prize from Reward Shop	Postcard home for 13 + positives Redeem prize from Reward Shop	
P3	Outstanding behaviour Outstanding progress Outstanding perseverance and resilience Positive contribution to the school and/or community Positive role model	Nominate student for awards.	Nominate student for awards.	Nominate student for awards.	Nominate/present student with awards Termly nomination and presentation of certificates at rewards assembly	House team competition for the most positive referrals – termly reward trip Nominate student for awards	Head teacher postcard Head teacher breakfast nomination/attendance
P4	Creating a kiddush Hashem by demonstrating exceptional behaviour at school or on behalf of the school community					Present student with an award.	Head teacher postcard Head teacher breakfast nomination/attendance

* This guide is not exhaustive; no guide can ever contain every positive action. Staff must use their judgement if a positive behaviour type is not listed above. If in doubt, staff should consult the Year Leader or a member of SLT.

* Directors of Learning and Year Leaders, in consultation with SLT if needed, should decide the action that a type of behaviour needs, based on the above guide

* This guide should be read in conjunction with the Behaviour and Exclusion policies.