



TORAH TEMIMAH PRIMARY SCHOOL

BEHAVIOUR POLICY

links with equality, anti-bullying and safeguarding policies

June 2021

PRINCIPLES

This policy is the means through which the school's *Written Statement of Behaviour Principles*, as adopted by the school's Governing Body, is implemented. Our policy applies to all Staff, Parents, Governors, volunteers, visitors and pupils.

Derech erez and *middos tovot* are essential conditions required for effective teaching and learning to take place. We believe that children need to be set reasonable parameters around which to regulate their conduct. Good behaviour arises most effectively from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the personal example of the Rebbes, Teachers and all staff and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

We expect the boys to follow the Ten Golden Rules of the school:

THE TEN GOLDEN RULES OF TORAH TEMIMAH

Rule No 1

ואהבת לרעך כמוך (פרשת קדושים)
We are kind to each other

Rule No 2

המגביה ידו על חברו, אף על פי שלא הכהו - נקרא רשע (גמרא סנהדרין נ"ט)
We do not hurt anyone

Rule No 3

אדם מועד לעולם, בין שוגג, בין מזיד, בין ער, בין ישן (משנה בבא קמא)
We respect people and their property and take responsibility for our actions

Rule No 4

ותשועה ברב יועץ (משלי י"א)
דאגה בלב איש ישיחיה (משלי י"ב)
- לאחרים (סנהדרין דף ק.ב.)
"A problem shared is a problem halved!"

Rule No 5

בכל דרכיך דעהו (תהילים)
ונשמרתם מאד לנפשתיכם (דברים ד')
During break we stay outside and get lots of fresh air in our lungs

Rule No 6

לא מצא הקדוש ברוך הוא כלי מחזיק ברכה לישראל אלא השלום (משנה עוקצין)
We include all boys and do not leave anyone out

Rule No 7

אם אין דרך ארץ אין תורה (פרקי אבות)
We listen to Rebbe, Teacher and all adults in school and respectfully do as they request

Rule No 8

נושא בעל עם חברו (פרקי אבות)
לא תעמד על-ידם רעך (פרשת קדושים)
כל ישראל ערבים זה בזה (שבועות דף לט)
We tell Rebbe, Teacher or any member of staff when we see a boy upset

Rule No 9

ונשמרתם מאד לנפשתיכם (דברים ד')
We play safely and eat healthily

Rule No 10

איש את רעהו יעזרו ולאחיו יאמר חזק (ישעיה מ')
We stop at the Friendship Stop in the playground to help make friends

The Behaviour Policy will only work within the context of communication from and cooperation with parents. It is the responsibility of parents to act as partners with the school in helping their children to behave well. Boys and parents should not take matters into their own hands.

Guidelines

- Personal example by all members of staff is a powerful factor in shaping behaviour by pupils. Staff should take every opportunity to model appropriate and desirable speech, conduct and relationships with others, and where appropriate to explain explicitly what they are doing and why.
- We encourage boys to be polite at all times. We expect them to knock on a door before entering a room, to raise their hands in order to gain attention, and boys should stand when the Menahel or Headteacher enter the classroom.
- Good manners are required at all times. The appropriate use of 'please', 'thank you' and 'sorry' etc. are regarded as an essential part of everyday vocabulary.
- In line with school's expectation of the highest standards of *kedusha v'tahara* being maintained, there is a zero tolerance policy for inappropriate language.
- Boys should show patience in waiting and not interrupting others while they are speaking.
- Bullying is not accepted at Torah Temimah Primary School.
- We encourage children to report any aggression to the member of staff on duty at the time, so that the problem can be dealt with professionally and with sensitivity.
- Boys should move around the school in a calm and orderly manner and line up quickly and quietly.
- Circle time/discussion time – this is designated time when the boys can discuss issues such as behaviour, friendships, bullying etc.
- We believe in early intervention strategies for boys displaying aspects of behaviour that are of concern for staff.
- When there are problems between children, parents are asked to communicate this to the school rather than deal with it themselves.

Hands and Feet Rule

In our classrooms, corridors and stairs, Assembly and especially on our playgrounds we expect children to **"keep our hands and feet to ourselves"**. This rule discourages all forms of physical violence, including punching, pushing, kicking, pulling, tripping up, choking, tie-jerking ('peanut'), and play fighting. Teachers and Rebbes must regularly remind pupils of this rule. Staff who encounter physical violence in the playground or elsewhere must intervene swiftly and firmly.

Professional judgement about the circumstances will be required in each case. However, verbal or other non-physical provocation, or breach of fair play during a game, will **never** be acceptable as an excuse for physical violence or serious threat of physical violence by any pupil towards another (although it may require a firm punitive response and sanction towards the provoker, who may be bullying the pupil who responds with violence). In very rare and exceptional cases, staff may judge that a pupil has used reasonable self-defence in an unavoidable situation, but such claims or excuses must be treated with great caution.

All incidents of physical violence must be recorded by the member of staff who witnesses and intervenes, using a written Incident Report, and should also be fed back verbally to the child's Teacher and/or Rebbe for immediate response through the Palm Tree approach (below), in addition to any more severe response as appropriate. Physical violence such as aggressive hitting or kicking should normally result in the child being referred immediately to the Menahel, Headteacher, Deputy Head or *Kodesh* Deputy Head, and is likely to result in sanctions including as a minimum loss of substantial break time and other privileges and the completion of a Think Sheet, and possibly including as appropriate: exclusion from lessons; telephone or letter to parents; written assignment

to be completed at home and signed by a parent; meeting with parents; fixed term exclusion; permanent exclusion.

Line up and Classroom Procedures

In order to ensure uniform expectations from the pupils and ensure that standards of *chinuch* are maintained it is important that all Rebbes and Teachers maintain consistent routines that will ultimately impact positively on their attitude and behaviour. Rebbes and Teachers need to be aware that whatever they institute (or neglect to institute) in their class impacts on their colleague who shares their class and ultimately on the whole school.

Line-up is not merely a means of the pupils entering school in an orderly manner. Line-up first thing in the morning sets the tone for the day. It is crucial that we start the day as we wish it to continue.

Breaks

- Children are to be led out to breaks, ensuring that they follow the rules of how to move about the building: single file, no touching, no talking, walking calmly.
- Each Rebbe / Teacher needs to be outside **promptly** at the end of break to bring in their class in an orderly manner as above.
- Rebbes & Teachers should not bring their pupils in until they have assured that their class is lined up appropriately facing the front on the lines, silently, and properly and smartly dressed.
- It is inappropriate for staff to have discussions at line up.

Classroom Routines

- Pupils are expected to raise their hands in all classes before speaking.
- Pupils are expected to put their chairs under their table and clear their table (or if work is in progress to ensure that the table is left tidy) and classroom of litter before going out to break.
- At the end of all lessons where there is more than one adult in the classroom, pupils must be **led** out to the playground by an adult, and not merely dismissed from the classroom to run out unsupervised. If there is only one adult (Teacher/Rebbe) in the classroom, pupils must be reminded to walk (not run) out to break calmly, walking on the left.
- Rebbe / teacher to ensure that pupils are reminded to take their snacks and coats out to break, and that the classrooms are locked during break; pupils may not return to the classroom.
- At the end of the day pupils are to clear their table, put their chairs on the table and ensure that the room is clear and tidy. Likewise Rebbes and Teachers need to provide an example and ensure that their desks are cleared at the end of the day.
- Monitors are to be appointed in all classes to maintain tidiness, e.g. a Library Monitor for class books, Maths Book monitor, English Book Monitor, חומש Monitor, גמרא Monitor etc.
- Group classrooms also need to follow the above routines. Any changes in furniture need to be returned.

General Atmosphere

- Rebbes / Teachers will ensure that the atmosphere in the school is calm at all times, e.g. staff to keep raised voice to minimum
- Movement around the school is calm at all time. Rebbes / Teachers need to remind the pupils about walking. (See introduction about impact on colleagues)

Break

- During break no pupil is allowed in the building except for using the toilet.
- Classrooms should ordinarily be locked during break.


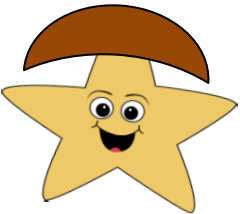
Lesson Time



- Pupils only allowed out of class during lesson time with a Permission Pass.



- There will be an allocation of passes per class.
- Two pupils must not be allowed to go to the toilet simultaneously.
- Where pupils are working in group rooms Rebbe / teacher will ensure pupils are escorted.


REWARDS AND SANCTIONS

We use a "Palm Tree" scale for recognising and responding to pupil's behaviour, including behaviour for learning. Each class will have a wall display using this approach, with clear criteria for each level in language accessible to children, and adapted as appropriate to the needs and context of the class. Each pupil will have two laminated name cards in different colours: one for moving up (reward and recognition) and one for moving down (warning and sanction). Pupils start at the "default level" of the Palm Tree, where the criteria for remaining at this level require active and responsible participation in learning and normal standards of expected good behaviour. Pupils' names will be moved up or down in level according to the criteria given. All staff may adjust a pupil's level, including for behaviour (positive or negative) outside the classroom. There will be continuity between *Kodesh* and *Chol* lessons in use of this system.

<p>ואהביו כצאת השמש בגבורתו (ס' שופטים)</p> <p>Individual Achievement Individual Award</p> <ul style="list-style-type: none"> • עומד בנסיון Managing a difficult situation exceptionally well • עומד על דעתו (חולין די' ז') • Showing mature behaviour • , ואהבת חסד - זו גמילות חסדים (מס' סוכה) Outstanding care/ kindness • זה קלי ואנוהו (שירה על הים) יגעתי ומצאתי - תאמין - מגילה Outstanding piece of work or learning. 	 <p>SUN</p>	<p>ואהביו כצאת השמש בגבורתו (ס' שופטים)</p> <p>Individual Achievement Individual Award</p> <p>Awarded for those really outstanding moments.</p> <ul style="list-style-type: none"> • The child/ children will be sent to the Menahel / Head teacher for a certificate and will be written in the "Golden Book". • Parents are notified though the certificate sent home and phone call.
<p>והצדיקים מזהירים כזוהר הרקיע וכוכבי עד</p> <p>Individual Achievement Collective award</p> <ul style="list-style-type: none"> • עומד בנסיון \ מעביר על מדותיו Managing a difficult situation • , ואהבת חסד - זו גמילות חסדים (מס' סוכה) Exemplary kindness to others • כל המזכה את הרבים. אין חטא בא על ידו (אבות פי"ה י"ח) Demonstration of a good decision when others are not making one • איש את רעהו יעזרו ולאחיו יאמר חזק (ישעיה מ') • Helping others 	 <p>STAR</p>	<p>והצדיקים מזהירים כזוהר הרקיע וכוכבי עד</p> <p>Individual Achievement Collective award</p> <p>This may be awarded for particular adherence to one of the golden rules or behaviour as described.</p> <ul style="list-style-type: none"> • The child will be given a badge that he will wear for the week for recognition. • Achieving this level may earn whole class reward such as additional gem or possibly additional golden time for the class if appropriate.

<ul style="list-style-type: none"> • על כן יאמרו המושלים וגו' (במדבר כ"א) המושלים - אלו המושלים ביצורם (בבא בתרא דף עח). <p>Reaching a personal target</p>		
<p>מצדיקי הרבים Marble Jar Award Individual Achievement Collective award</p> <ul style="list-style-type: none"> • פלוני שלמדו תורה - ראו כמה נאים דרכיו, כמה מתוקנים מעשיו, עליו הכתוב אומר (ישעיהו מט) ויאמר לי עבדי אתה ישראל אשר בך אתפאר (יומא דף פו. א.) <p>Demonstrating a positive behaviour</p> <ul style="list-style-type: none"> • דרך ארץ קדמה לתורה Good manners or respect • והתורה נקנית בארבעים ושמונה דברים. ואלו הן. בתלמוד. בשמיעת האוזן. בעריכת שפתים. בשמחה. בדקדוק חברים. ובפלפול התלמידים. שואל ומשיב. שומע ומוסיף המחכים את רבו <p>Displaying a desirable learning behaviour</p> <ul style="list-style-type: none"> • יגעתו ומצאתו - תאמין - מגילה Good attitude/effort at a task • Independent learning • Consistently following the Golden Rules 	 <p>MARBLE JAR</p>	<p>מצדיקי הרבים Marble Jar Behaviours</p> <p>This is an individual award that carries a collective reward... for the marble jar behaviour a child earns a marble to put into the class jar. When the jar is full/ all marbles are earned the class will have a collective reward.</p>
<p>צדיק כתמר Individual Achievement Individual Recognition</p> <ul style="list-style-type: none"> • Keeping the צדיק כתמר Rules • Meeting Classroom Expectations • דרך ארץ קדמה לתורה Remembering to say please/thank you • השם אורחותיו בעולם הזה זוכה ורואה בישועתו של הקב"ה Self Regulation/ Self organisation • Good and responsible behaviour for learning 	 <p>PALM TREE</p>	<p>צדיק כתמר Individual Achievement Individual Recognition</p> <p>Remaining on this level is considered an achievement.</p> <ul style="list-style-type: none"> • Teachers and Rebbes must actively recognise and verbally praise those who are on the <u>צדיק כתמר (Palm Tree) each day to reinforce the importance and recognition of achieving expected good and responsible behaviour.</u> • Remind them that they have protected their class privilege e.g. Rosh Chodesh Trip to the park

<p style="text-align: center;">Cloud</p> <ul style="list-style-type: none"> • ביטול זמן – ת'ית כנגד כלם \ ביטול תורה כנגד כלם (משנה פ"א פאה) <p style="text-align: center;">Wasting time, not listening to instruction</p> <p>תלמיד חכם לא יהא צועק וצווח בשעת דבורו כבהמות וחיות, ולא יגביה קולו ביותר אלא דבורו בנחת עם כל הבריות (רמב"ם ה' דעות פרק ה)</p> <p style="text-align: center;">Shouting or regularly calling out or making noise</p> <ul style="list-style-type: none"> • אמר רב חסדא : כל השערים ננעלים חוץ משערי אונאה (בבא מצאיה ד' נ"ט) <p style="text-align: center;">Teasing, name calling</p> <ul style="list-style-type: none"> • אמר רב הונא : כיון שעבר אדם עבירה ושנה בה הותרה לו. הותרה לו סלקא דעתך? אלא נעשית לו כהיתר. (קידושין דף כ.א) <p style="text-align: center;">Consistently breaking a sunshine rule</p> <ul style="list-style-type: none"> • אוי לרשע אוי לשכנו, טוב לצדיק טוב לשכנו (תנחומא קרח פרק ח) <p style="text-align: center;">Very low level distraction e.g. giggling</p> <ul style="list-style-type: none"> • לא יגעתי ומצאתי - אל תאמן, יגעתי ומצאתי - תאמן. (מגילה דף ז.ו.) <p style="text-align: center;">Poor effort or lack of concentration</p>	 <p>CLOUD</p>	<p style="text-align: center;">Cloud Behaviours</p> <p style="text-align: center;">For mild behaviour which is disrupting learning/teaching/safe play</p> <ul style="list-style-type: none"> • NB: Always check for child's understanding of the task/ instruction • A child is given a REMINDER about what the adult does not want to see. • If their negative behaviour continues a WARNING is given "to make a good choice". • If the negative behaviour continues they are moved to the cloud and have time out within the classroom in the thinking area. • Two minutes of golden time is lost. • If the child later makes a good choice and their behaviour becomes positive their name can be moved back to the palm tree.
<p style="text-align: center;">Rain Cloud</p> <ul style="list-style-type: none"> • Continually distracting others • Continually breaking a sunshine rule despite being moved to the cloud • Refusing to follow instructions • Bad language when they know it is inappropriate • Pushing, shoving, hurting • Careless play which hurts others • Lack of respect for property or resources, including other peoples work • Being inside at break time without good reason 	 <p>RAIN CLOUD</p>	<p style="text-align: center;">Rain Cloud</p> <p>NB: Always check for child's understanding of the task/ instruction</p> <ul style="list-style-type: none"> • If the cloud sanction fails to impact on a child's behaviour they are given a WARNING is given "to make a good choice" so that they are not moved onto the rain cloud. • If the negative behaviour continues they are moved to the rain cloud and have time out outside of the classroom in their designated classroom where

		<p>they will complete a Think Sheet: Class teachers should keep these sheets in a file (accessible on school network in Forms & Templates folder of the 'shared drive').</p> <ul style="list-style-type: none"> • Five minutes of Rosh Chodesh park time or another privilege. • If the child later makes a good choice and their behaviour becomes positive their name can be moved back to the palm tree.
<p style="text-align: center;">Storm Cloud</p> <ul style="list-style-type: none"> • Defiance • Verbal abuse of another child/ adult • Being aggressive or violent • Damaging property / other children's work / own work / resources • Leaving the class or grounds without permission • Dangerous behaviour • Taking what is not ours • <i>Nivul Peh</i>: Swearing or offensive language 	<div style="text-align: center;">  <p>STORM CLOUD</p> </div>	<p style="text-align: center;">Storm Cloud</p> <ul style="list-style-type: none"> • If the Rain sanction fails to impact on a child's behaviour the child will be sent to either the Menahel Headteacher or Deputy Head for time out. • At this point they will have time away to avoid the continuing negative behaviour spiral. Their name will be recorded in the Grey Behaviour Book kept by the Headteacher. • Appearing in the grey book three times in any term will put Golden Time Plus at risk

Positive reinforcement & rewards

- Rebbes and Teachers should always be consistent in giving encouragement and praise.
- Praise is always most effective when it is immediate, personal and specific: "Excellent, Moshe, you explained all three reasons very accurately!" is much better than "Good answer!".
- We do not use sweets or *nash* as rewards or incentives.
- Boys may be rewarded with: stickers/stamps; *derech erez* awards; annual *middos* prizes; Menahel's or Headteacher's special certificates; Handwriting certificates; Pen Licences; Team Tokens; marbles in a jar with class agreement about the reward, e.g. additional play time, an art afternoon or extra golden time etc.; golden time or extra playtime (used judiciously and equitably); note in Homework Diary / Reading Record Book or Home Link Book with a request for initialled acknowledgement next day; weekly *Kodesh* and *Chol* merit books with names announced in weekly assembly and printed in the weekly newsletter; immediate note home by

Rebbe, Teacher, LSA, TA, Menahel or Headteacher; phone call home by Rebbe, Teacher, LSA, TA, Menahel or Headteacher.

- Class Teachers and Rebbes might have sticker charts to recognise whole class or individual performance.
- Rebbes and Teachers may find it useful to use a class record sheet to record significant rewards, both to ensure equitable distribution of rewards, and to inform reporting to parents.
- Boys who do very good work or exhibit excellent *derech erez* or *middos* may be sent to show their work to the Headteacher or Menahel for reward.
- The names of all boys sent to the Headteacher for good work are recorded and their parents are informed by way of a “Headteacher Commendation Letter” at the end of each term.
- There is a termly trip for the team that wins the most Team Tokens.
- Each week the boys on the ‘Sun’ are given a Certificate. These are presented in Assembly each Friday and recognised on the celebration board in the entrance hall.
- Any class with large project work or individuals who have completed work of high quality may share their work in Assembly.
- Golden Time Plus: At the end of each term children who have behaved consistently well are rewarded with a 1 hour slot of Golden Time Plus. Children choose from a selection of activities (mixed age groups) and younger children are supported by older children.

Sanctions

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

Staff should always consider whether unacceptable behaviour may reflect other underlying or prior causes or problems, or a child’s personal circumstances; this is not to condone or excuse unacceptable behaviour, but to ensure that it is dealt with effectively and fairly, both for the perpetrator and for others who are affected by or witness it.

We do not use corporal or physical punishment in any form. We do not use sanctions which are intrinsically demeaning, degrading or publicly humiliating towards pupils, including sarcasm or demeaning or threatening language. Of course, this does not preclude sanctions being carried out publicly, such as a personal rebuke or other sanction within the classroom.

Pupils may not be sent to stand unsupervised outside a classroom or to any unsupervised room.

Notes in Homework Diary / Reading Record Book or Home Link Book should not be used for recording unacceptable behaviour other than in rare and exceptional cases, as these are open documents that may be seen by other members of staff and by other pupils. A note may be made in them asking parents to read a separate note sent home in a sealed envelope. This should always be phrased with care, and should ensure that context, doubt and opportunities to judge favourably are taken account of, and request initialled acknowledgement the next day.

Rebbes and Teachers may find it useful to use a class record sheet to record significant sanctions for repeat offences etc., both to identify trends and ‘hotspots’, and to inform reporting to parents.

Thinking Area

Each classroom has an area where children who may need to think about their behaviour can be sent to. Children may be sent to the Thinking Area to complete a Think Sheet. Sand timers may be used to monitor time spent there.

Unacceptable behaviour may be dealt with in the following ways:

- Clear verbal warning given by Rebbe, Teacher or member of the Leadership Team

- Name moved on the “Palm Tree” board.
- Change of position within the learning environment
- Child instructed to complete a Think Sheet in class, or sent to the Thinking Area of another class to complete the Think Sheet, or given a Think Sheet to complete at break time.
- ‘Time out’ in another class or with another teacher or assistant
- Loss of part of break time. Other than in exceptional cases, pupils should not be made to miss the whole of any break period.
- Boy sent to work in another class for a period of time
- Extra written work set to be done in break time or as homework
- Letter of apology and/or a punishment exercise (may be signed by parent)
- Loss of privileges such as “Golden Time”
- Boys may be sent to the Menahel, Headteacher, *Kodesh* Deputy Head, or Deputy Head.
- A meeting called of the parents and the child where the child will explain his behaviour to those present.
- Disallowed items brought into school may be confiscated and may be returned only directly to the parents in school.
- Children in KS2 who are sent to the SLT have names recorded in the grey sanction book. Appearing in the grey book more than three times in any term results in loss of Golden Time Plus.

NB. The above list gives examples only and is not exhaustive and does not limit the range of available sanctions. Appropriate action will be dependent on the misdemeanour.

More serious misdemeanours may be dealt with as follows:

- Incident recorded in whole-school Incident Report (template available on school network) as well as class Incident Book. This will apply automatically to all incidents of bullying, racist or other discriminatory behaviour, and unacceptable language.
- Discussion with parents (and pupil as appropriate)
- Pupil put ‘on daily report’ initially for one week, or longer where appropriate in the context of the behaviour and the child’s history and circumstances. Parents informed
- Instituting a Behaviour Link Book with parents.
- Writing a Pastoral Support Plan involving other school staff, parents and where appropriate other agencies.
- Serious incidents will be recorded straight away in an Incident Report and the parents may be informed.

Sanctions may start at any level depending on the nature of the unacceptable behaviour.

NB: Boys with behavioural, emotional and social difficulties (BESD) will be given support and guidance accordingly.

Any use of bad language or inappropriate conduct out of school in a way that impacts on the school community will be dealt with in accordance this policy.

Recording Incidents

Our system for recording incidents is as follows.

- Each class has a class Incident Book. All significant (i.e. non-trivial) incidents of poor or disruptive behaviour are entered in this book by the first member of staff to encounter or respond to the incident. The class Incident Book has an individual page for each pupil.
- More serious incidents (including all incidents of bullying, racist or other discriminatory behaviour, and bad language) are also recorded on a more detailed Incident Report which is

held in the whole school Incident Report file with copies on the pupil's main file and circulated to relevant persons.

- Where the nature or frequency of incidents reaches certain thresholds, this will trigger steps that could include e.g. discussions with parents, Pastoral Support Plans, and referral to other agencies, as appropriate.

When the Procedures Don't Work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, and Menahel or Headteacher, child and parents. It may also involve others such as the Inclusion Leader, Pupil Support Officer, Education Welfare Officer or Educational Psychologist. We may also refer to and /or liaise with other agencies e.g. CAMHS, Norwood and others.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. This may be recorded in a structured Pastoral Support Plan. Behaviour targets will be set, strategies agreed, and a review date agreed.

Exclusion

In rare cases it may be necessary to exclude a child, for example if there has been a physical attack on another person or repeated incidents of bad or disruptive behaviour or defiance that impact detrimentally on the whole class or the school as a whole. Exclusion will be used only after a range of other systematic approaches have proven ineffective, or in the most egregious cases of highly unacceptable behaviour. Permanent exclusion will only be used as the very last resort. At all times, the Local Authority and DfE procedures are followed. Any child returning to school following exclusion is helped to behave appropriately. Exclusion matters are dealt with by the Headteacher in consultation with the Menahel, *Vaad Hachinuch*, Chairman of Governors and where appropriate a specially convened panel of Governors.

Physical Restraint

We acknowledge the school's legal duty to make reasonable adjustments for disabled children and children with special educational needs, including those with behavioural, emotional and social difficulties (BESD). Notwithstanding this, in rare circumstances it may be appropriate to use physical restraint or reasonable force in response to challenging behaviour. This will normally be an avenue of last resort. Such circumstances are governed by non-statutory DfE guidance on the use of reasonable force, last updated in 2011. We will only use physical restraint or reasonable force to prevent pupils from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that prevents good order or discipline, when normal positive behaviour management or other sanctions have not worked

If physical restraint or reasonable force is used, we shall:

- Tell the pupil what we are doing and why.
- Offer the pupil acceptable choices to avert the need for physical restraint or the use of force, and seek alternative strategies wherever possible to avoid or minimise the need for physical contact.
- **Use the absolute minimum force and restraint or limitation of freedom of movement that is necessary, and with care exercised at all times to avoid straining the child's joints.**

- **Exercise great care to ensure under all circumstances that the child is able to breathe freely at all times, and is not bruised or hurt to the greatest extent possible under the circumstances.**
- **Never “pin down” any pupil face down on the floor.**
- **Not touch or hold the pupil in sensitive private areas or in ways that rely on the imposition of pain to gain control.**
- **Never slap, punch, hit, kick or trip up the pupil.**
- **Not act in anger or temper** (we may not use physical restraint or force under any circumstances if we fear any personal loss of control and we shall involve another staff member if we fear loss of control at any point).
- Involve another member of staff as rapidly as possible.
- Tell the pupil, as soon as practicable and he is receptive, what he must do for us to remove the restraint (this may need frequent repetition).
- Not involve ourselves in a prolonged verbal exchange with the pupil.
- Not involve other pupils in the restraint.
- Always allow a pupil who has been subject to physical restraint or the use of force an appropriate time after the incident to calm down before resuming normal activities – this may take up to an hour in some cases while neurological and hormonal responses to stress return to normal.
- Always record the use of physical restraint or reasonable force in an Incident Report and inform parents as soon as reasonably practicable.
- Inform a member of the senior leadership team as soon as possible after an incident, and he or she will take responsibility for making arrangements for a debrief after the situation has stabilised.

Safeguarding Statement

Torah Temimah Primary School’s commitment to safeguarding is to promote the safety and welfare of all children and young people and to ensure that they are protected from harm. Our Safeguarding Policy gives clear direction to staff, volunteers, visitors and parents about the expected behaviour and responsibility when managing safeguarding concerns.

Implementation, monitoring and evaluation

The *Kodesh* Deputy Head and *Chol* Deputy Head are jointly responsible for the overall implementation, monitoring and evaluation of this Policy.

This policy links to the school Anti-Bullying Policy (attached below).

Adopted June 2021

Signed _____

Name Rabbi Yitzchak Freeman

Role Headteacher

Review frequency	Annual
Next review date	Summer term 2024
Delegated approval authority level	<input type="checkbox"/> Full GB <input type="checkbox"/> S/c or Governor <input checked="" type="checkbox"/> Headteacher

Revisions		
<i>Revision no.</i>	<i>Date</i>	<i>Change summary</i>
First produced	December 2002	
Seven subsequent revisions	2002-2014	
8	June 2015	Extensive editing for style, structure & presentation; removal of inconsistencies; numerous alignments with current effective practice; included guidance on unacceptable sanctions; expanded 'hands & feet rule' guidance.
9	June 2021	Minor revisions to reflect changes in practice for line-up & use of Palm Tree system.

Action plan

Action	Target date	Resources	Person resp. / monitoring
Refresh staff awareness	Sept. 2021	Meeting time	HT
Review policy in light of post-lockdown needs	Oct.-Dec. 2021	Working party	HT

Equality and Diversity impact assessment

Area of possible impact	Positive impacts	Negative impacts/risks	Further action required
Ethnicity/race	Ensures safe environment for learning & development	May be over-represented in incidents of undesirable behaviour and/or sanctions	RHH & CP to monitor & analyse records, report.
Disability	Ditto	Ditto	Ditto
Social inequality	Ditto	Ditto	Ditto
Other protected characteristics	Ditto	Ditto	Ditto



TORAH TEMIMAH PRIMARY SCHOOL

ANTI-BULLYING POLICY

June 2021

What is Bullying?

We define bullying as verbal, emotional or physical aggression directed persistently towards one or more specific other people over time. It will usually result in pain and distress to the victim, and will always result in some form of detriment, but sometimes the victim may be unaware of being bullied. Bullying is identified and defined by the impact upon the victim, regardless of whether this is the intention of the bully or whether the bully is aware of the impact of his/her actions.

Tackling bullying is the responsibility of every member of staff, including Rebbes, Teachers, Teaching Assistants, support staff, volunteers, and staff from other organisations working in our school.

Bullying can be:

- **Verbal**, e.g. name calling, sarcasm, teasing, spreading rumours.
- **Emotional**, e.g. being unfriendly, hostile, tormenting, socially excluding (which is a form of passive aggression), treating unfairly compared to others.
- **Physical**, e.g. pushing, kicking, hitting, hurting, taking property, damaging property.

Bullying in School

Bullying of any kind is not acceptable at our school. Bullying hurts, almost always. We affirm that everybody has the right to be treated with respect, to be safe and to feel safe in school. We believe that pupils who bully may need support to recognise and understand the reasons for their behaviour, why it is wrong, its impact, and to learn different ways of behaving; and that victims of bullying may need support to overcome bullying.

Bullying may occur for many reasons. It will often target people because of some identifiable personal characteristic or 'difference', although this will not always be the case. It may start because of some real or imaginary grievance that the bully feels towards the victim, but subsequently focus upon the victim's personal characteristics or 'difference'.

We are particularly alert in this school for bullying which, in focus or in impact, may target people because of their:

- race
- ethnicity
- language or accent
- nationality
- community affiliation or tradition
- faith
- physical disability
- learning disability
- mental health
- appearance
- family structure and circumstances
- age
- perceived 'masculinity' or otherwise of conduct and/or interests
- gender
- own or familial personal relationship choices
- gender reassignment treatment or transition

While recognising that there are forms of personal relationships, family structures and personal conduct which are proscribed by *Halacha*, and that are therefore incompatible with this school's ethos and values, we will not condone or permit bullying of individuals on such grounds.

We are alert to, and will respond firmly to, any language used by children in any context that is commonly regarded as bullying, derogatory, offensive or discriminatory towards others. Where such language is used casually by children, possibly without understanding its common meaning or how it is commonly perceived, but not as part of an act of bullying, we shall take a non-punitive,

educational approach to challenging the use of such language, and teaching respect, sensitivity and tolerance for others who are 'different'.

If bullying does occur, all pupils should be able to tell a trusted adult and know that they will be listened to, and that incidents will be dealt with promptly and effectively. Any pupil who knows that bullying is happening is expected to tell a member of staff.

Procedures

- Boys should report bullying incidents to a member of staff, preferably their Rebbe or class Teacher, or to the Pupil Support Officer.
- Any member of staff who witnesses or who receives a complaint of bullying, or the use of bullying language, must report this using an Incident Report and ensure that the matter is addressed promptly by the most appropriate member of staff (Teacher, Rebbe, or member of SLT). The outcome of investigation should be recorded on the Incident Report.
- Any child who complains to any member of staff that he is being bullied must be listened to sympathetically, without drawing immediate conclusions, and must be reassured that he will have his complaint addressed and investigated promptly and that he will be kept safe.
- The parents of boys involved in bullying will usually be informed and may be asked to attend a meeting to discuss the problem.
- A plan will be agreed to ensure that the victim is immediately protected from all further bullying or direct or indirect retribution. The plan may include the bully apologising to the victim if the victim wishes, or the use of *restorative justice* approaches (resources available at <https://www.tes.co.uk/teaching-resource/teachers-tv-restorative-justice-in-schools-6045611>). It may also involve punitive sanctions against the bully. The plan will have close regard to whether the bully expresses recognition, understanding and remorse for his actions and their impact. The plan will be referenced in the outcomes of the Incident Report.
- The victim and his parents will be informed of any action taken by the school.
- The victim and the bully will be supported as appropriate by the Pupil Support Officer to enable them to modify behaviours that may have contributed to the start or continuation of the bullying.
- A named member of staff will proactively monitor the situation for an agreed length of time to ensure that there is no further bullying or retribution.
- We expect that parents of boys involved in bullying will impress on their son the unacceptability of bullying

Strategies for the prevention and reduction of bullying

- Ensure that the school community – parents, staff and pupils – understand the meaning of 'bullying'.
- Ensure that all boys know what to do if they or a friend is being bullied.
- Raise awareness of why some children may bully through drama, role-plays, assemblies, circle times etc.
- Raise awareness through class circle time and discussion of how to recognise signs and symptoms of 'bullying'.
- Ensure that members of staff on playground duty are visible.
- Ensure that pupils can identify at least two members of staff who they trust to always listen to them.
- Staff INSET on how to deal effectively with bullying.

Adopted June 2021

Signed _____

Name Rabbi Yitzchak Freeman

Role Headteacher

Review frequency	Annual
Next review date	Summer term 2024
Delegated approval authority level	<input type="checkbox"/> Full GB <input type="checkbox"/> S/c or Governor <input checked="" type="checkbox"/> Headteacher

Revisions		
<i>Revision no.</i>	<i>Date</i>	<i>Change summary</i>
First produced	2002	
1	2011	
2	June 2015	Substantial rewrite.
3	June 2016	Minor changes in line with practice
4	June 2021	Typos corrected

Action plan

Action	Target date	Resources	Person resp. / monitoring
Monitor Incident Reports, exclusions & other evidence of impact of policy	March	2 hrs	Deputy Head
Report to Shared SLT & GB on impact and effectiveness of policy, with recommendations for revisions	Spring term 2022	2 hrs	Deputy Head

Equality and Diversity impact assessment

Area of possible impact	Positive impacts	Negative impacts/risks	Further action required
Ethnicity/race	Ensures safe environment for learning & development	May be over-represented in incidents of undesirable behaviour and/or sanctions	RHH & CP to monitor & analyse records, report.
Disability	Ditto	Ditto	Ditto
Social inequality	Ditto	Ditto	Ditto
Other protected characteristics	Ditto	Ditto	Ditto