

Yesodey Hatorah Girls Secondary School

Behaviour Policy



BEHAVIOUR POLICY

The promotion of respect and good middos and behaviour is an integral part of the school's ethos. The Behaviour Policy exists to support this aim both during and out of school hours, where a pupils behaviour adversely affects the reputation of the school. This policy should be read in conjunction with the school's Exclusion policy.

The focus of this policy is on positive measures which can be used to encourage and reinforce good behaviour within the school.

This policy links to the policies for Teaching and Learning, Inclusion and Equal Opportunities and the Exclusion Policy.

The policy includes the following

1. Code of conduct in lessons
2. Code of conduct around the school
3. Rewards and Sanctions
4. Exclusions (see Exclusion policy for further information)
5. Tutorials
6. Appendices
 - a. Code of Conduct
 - b. Home School Agreement
 - c. Time out reflection worksheet
 - d. Guide to SIMS tracking
 - e. Serious incident form

1. Code of conduct for lessons

Good order has to be worked for, it does not simply happen. Therefore, from the very first day, impose the following procedure for all lessons (and registration):

| Expectations | Description | Action |
|---------------------------------------|---|---|
| 1. Arrive at classroom on time | <ul style="list-style-type: none"> First bell at the end of break means go to lesson for teachers and students. Lesson 1, 4, 6 & 8 – students to be outside classroom when second bell rings. Lesson 2, 3, 5, 7, 9 – students to be outside classroom within 3 minutes of bell. | Lates recorded directly onto SIMS. Put an L in the register itself (the late tab will be removed). |
| 2. Line up outside the room | <ul style="list-style-type: none"> Single file line, outside the classroom, quietly | |
| 3. Controlled entry | <ul style="list-style-type: none"> Girls should enter the room in silence and stand behind desks as directed Whilst still standing, girls should be instructed to take out their diaries and their subject books and place them on the desk | |
| 4. Greeting | <ul style="list-style-type: none"> Ask pupils to be seated in silence before starting the lesson | |
| 5. Start the lesson | <ul style="list-style-type: none"> Start the lesson promptly | |
| 6. Register | <ul style="list-style-type: none"> Register should be taken at the very beginning of every lesson. | Any pupil who arrived after the doors are closed should be noted as late. Staff registers will be monitored. |
| 7. In class behaviour | <ul style="list-style-type: none"> Do not allow anyone out of your lesson except in an emergency – pupils must not go to their lockers if they forget anything. <p>Girls should</p> <ul style="list-style-type: none"> Come fully equipped for each activity. Stand when another adult enters the room Follow instructions the first time they are given Listen in silence when the teacher is speaking Raise their hands if they wish to answer a question and wait for the teacher to ask them to speak. Not leave their seats without permission The windows and furniture may be adjusted only with the agreement of the teacher No food or drink except a bottle of water is allowed in the classroom or garden | <p>Record on SIMS (and in teacher's own register) pupils who fail to bring equipment/resources and homework.</p> <p>If a student disturbs a class, a teacher has the following options:</p> <p>Give a warning before taking further action</p> <p>Keep student back after class or during a break</p> <p>Send to time out</p> |
| 8. Orderly dismissal | <ul style="list-style-type: none"> Girls should be asked to tidy their desks, and stand behind their chairs in silence. Students must be dismissed on time. | |
| 9. Homework | <ul style="list-style-type: none"> If written homework is to be handed in, take in each student's work yourself, either by walking round the room or by standing at the door and collecting work as they leave. In this way, you will know who has not brought the work. If anyone has excuses, see her alone at the end of the lesson or at another convenient time. Leave sufficient time if homework is to be set that night. Always write the homework on the board. Do not dictate. Walk around and check that students are recording their homework accurately in their diaries (year 7 and 8 may need some guidance with this). Provide handouts/instructions to be taken by the homework buddy | If homework is not handed in during the set lesson, it is deemed to be late and must be marked on SIMS (and noted down for the teacher's own record). Remember, it is the teacher's responsibility to follow up on homework and ensure it is completed. |

| | | |
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| | for girls who are absent. | |
|--|---------------------------|--|

2. Code of conduct around the school

| Expectations | Description | Action |
|--|--|--|
| 11. Movement around the school | <ul style="list-style-type: none"> Walk quietly around the building – no running Keep to the right on corridors and staircases | All staff should remind girls seen breaching these rules of the code of conduct. |
| 12. Lockers / Shared Spaces | <ul style="list-style-type: none"> Lockers areas and dining area should be kept tidy at all times Girls should collect all materials needed before school, at break or during lunchtime. Lockers or dining room tables should not be returned to at any other time. | All items not in their designated place will be removed from the corridors. |
| 13. Prohibited items | <p>The following are not allowed in school:</p> <ul style="list-style-type: none"> Tippex Designer clothing or items Chewing gum USBs (unless express permission is given by a subject teacher and use of the USB is supervised in school) Cameras Any non-school related reading material Any items that can be harmful to others Electronic devices – including but not limited to: ipods, mobile phones, internet devices, MP3 players | <p>If found these items will be confiscated immediately and may be returned at the end of term. Valuables should be kept in the school safe.</p> <p>Parents will be informed as it may be parent property.</p> |
| 14. School uniform & tzinus | <ul style="list-style-type: none"> Navy and white gingham blouse (white shirts are permitted on Rosh Chodesh) Navy pleated skirt (10cm/4in below the knee) Navy cardigan or jumper without hood or writing Navy or black school shoes Stud earrings only Hair longer than shoulder length should be tied back neatly Only plain hair accessories are permitted Only the top button of a shirt may be open provided there is a 'tznius' button in place | All staff should challenge girls wearing inappropriate items of clothing or jewellery. Girls should be required to remove these immediately. Where possible items may be confiscated to be collected from the school office by the end of the day. Repeated offences of uniform should be reported to parents. Following this students should be made to wait in lobby area until a replacement article has been received from home. |

3. Rewards and Sanctions

Rewards

It is very important that teachers administer rewards fairly and consistently.

Merits should be given for

- Good work – e.g. work that has been completed to a good standard, work that has been nicely presented, (this can be both written or oral work) etc
- Good behaviour – e.g. waiting silently for the teacher, participating actively and kindly in group work, etc.
- Good or improved test results – e.g. where there is evidence that the student put in more effort than previously.
- Good answer to question
- Evidence of effort whatever the results
- Good participation – e.g. where a student has been a positive asset to the lesson because of her participation.
- Helpfulness - e.g. where a student has offered to assist a classmate in understanding the work, where a student has assisted the teacher in carrying resources to the classroom, etc.
- Showing kindness or concern for another – e.g. where a student has shared, been considerate to a peer during class, etc.

Each of these can only be worth one merit. Each merit should be entered into SIMS (merit tab). It is extremely important that explanations are given for merits so that students can be adequately acknowledged. This can be tabulated by simply ticking the appropriate option on SIMS. The more information you give the more you assist us in promoting good conduct. Exceptional behaviour should be mentioned to the Headteacher as soon as is possible.

Postcards acknowledging notable achievements can be sent home by teachers via the school's office.

Certificates are awarded to students at the discretion of the Headteacher.

Sanctions

Where a student's conduct falls below the standard reasonably expected, the staff hierarchy of subject teacher, form teacher, deputy headteacher and headteacher should be used. This means that the teacher witnessing the offense must take the initial action. Should this behaviour be repeated she should inform the form teacher who will be responsible to deal with the student. Where improvement has not been made the deputy headteacher should be informed. In extreme cases the headteacher will take over.

The subject teacher should give de-merits as follows and **ensure that these are recorded into SIMS.**

| De-merits | | |
|--|----|---|
| These points are deducted from the merit score | | Suggested consequences |
| Late to school or class | 1 | warning, making up time during break (under supervision) |
| Failure to bring equipment | 1 | warning, making up work during break (under supervision) |
| Failure to bring homework on time | 1 | completing twice for following day, completing during break |
| Misbehaviour/Disruption | 1 | following procedure explained below |
| Eating beyond the dining hall | 1 | sending student to hall with food |
| Overdue library books (per book) | 1 | |
| Damaged library books (per book) | 1 | |
| Breach of uniform | 1 | warning, where possible confiscating |
| Prohibited items | 2 | confiscating and handing into secretary (returned at end of term) |
| Chutzpah/serious misbehaviour (at the discretion of the Headteacher) | 5 | reporting to headteacher |
| Time out | 3 | reporting to headteacher |
| Refusing to go to time out | 3 | reporting to headteacher |
| Failure to complete time out process | 3 | reporting to headteacher |
| Internal truancy | 5 | reporting to headteacher |
| Bullying/Theft | 10 | reporting to headteacher |

With regard to misbehaviour all staff should use the following hierarchy of sanctions to ensure consistency and fairness prevails across the school.

| Lead | Direction | Action |
|----------------------|---|--|
| Class teacher | Low level disruption Low level and minor infringements will escalate if they are not dealt with quickly and consistently. A girl's behaviour is reinforced when they get attention for it, but don't be tempted to ignore it. | Find a calm quiet way to let the girl know what she is doing. This may include <ul style="list-style-type: none"> • A look in her direction • Pointing to the task on the board or her book • Reinforcing the appropriate school rule • Praising behaviour of other pupils and thanking the target pupil when they comply • Pausing during your instructions If the student does not respond, you may send her to time-out. |

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| | <p>Time out Pupils can only be given time out for the remainder of a single or double lesson. Longer sanctions should be at the discretion of the SLT.</p> <p>Report card Pupils will be placed on report card by SLT only. This will either be a subject or behaviour card.</p> <p>Serious Offences</p> <ul style="list-style-type: none"> • Bullying/violent behaviour/theft • Absences from class without permission • Using computers in classrooms/ library without permission • Eating in class • Vandalism • Whole class disruption • Failure to complete time-out process • Chutzpah including addressing an adult disrespectfully; answering back; refusal to leave class; subtle disrespectful behaviour, e.g. mocking, body language; arguing with teacher and repeatedly refusing to follow instructions. | <ul style="list-style-type: none"> • Send the pupil to reception. • SLT should be notified if the pupil refuses to comply and this will be followed up • This incident must be recorded on SIMS. • You should check with the receptionist that the student in fact went to the time out area and completed a reflection sheet. <p>Pupils on report card will be highlighted in the register in red and teachers will complete their report on the report card held by the student.</p> <p>Serious offences should immediately be referred to Senior Managers.</p> |
| <p>Time Out</p> | <p>Girls should report to reception. They should complete the time out sheet and wait quietly at the time out desk until the bell goes to end the session.</p> | <p>Pupils should:</p> <ul style="list-style-type: none"> • Task 1 – Complete the restorative worksheet • Task 2 – Complete any work given by the teacher. • Task 3 - The pupil must return their work and the restorative form to reception. The form must then be passed on to a member of SLT who will decide if further action is required. |
| <p>SLT referral</p> | <p>Time Outs/serious offences Multiple time outs – 3 or more</p> <p>Serious Offences</p> <p>Examples:</p> <ul style="list-style-type: none"> • Chutzpah • Absences from class or assembly without permission • Failure to complete time-out process • Whole class disruption (more than 5 pupils) | <ul style="list-style-type: none"> • Pupil to be placed on behaviour report • SLT to contact parents • Internal exclusions <p>Contact parents and detention (5 de-merits) SLT member will be called to class for immediate intervention (de-merits and suitable consequences such as those listed above for any students judged by the teacher to be involved in the disruption).</p> |
| <p>Head Teacher</p> | <p>Serious Offences/Unacceptable behaviour</p> <p>Examples:</p> <ul style="list-style-type: none"> • Eating in class • Bringing forbidden items onto school premises • Vandalism • Behaviour out of school that brings the school into disrepute | <p>When any of the above procedures have not resulted in improved behaviour the Head teacher or a member of the SLT will decide on appropriate further action. This may also occur if a student displays extreme unacceptable behaviour. This could include alternative provision or lead to an exclusion. In the event of a very serious misdemeanour the Head teacher may decide serious action, without meeting the parents first.</p> |

4. Alternative Provisions

Occasionally it may be appropriate for alternative education arrangements to be made for students. The Headteacher in consultation with the Governing body has the power to direct a pupil off-site for education to improve their behaviour. This may be used if 'Being on Report' has not sufficiently improved a student's behaviour or the student has displayed behaviour that seriously hinders the learning of her peers. Children may be given professional support to manage their behaviour before returning to school.

Prior to any alternative provision being made, parents will be informed of the decision in writing and be provided with specific details of the placement including arrangements of the review process.

Any such arrangements will be reviewed on an individual basis, therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

5. Exclusions

The decision to exclude a student either for a fixed period or permanent exclusion is at the Headteacher's discretion and parents will be notified accordingly. A more detailed breakdown of the process can be found in the school's exclusion policy.

Permanent exclusions are rarely administered. They will only be issued;

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- in response to acts of defiance and repeatedly not adhering to instructions
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

5. Tutorials

The individual pupil profile from SIMS should be used to inform pupil teacher tutorials. This will ensure the focus includes progress and achievement, attendance and behaviour.

6. Appendices

Appendix A: Code of conduct

CODE OF CONDUCT

Our Code of Conduct applies at all times and should be your guide to behaviour in your daily life.

Movement around the school

- Walk quietly around the building – do not run.
- Keep to the right in corridors and on staircases.
- Books and materials may only be collected from lockers before school or during breaks.

During breaks

- Collect everything needed for next block of lessons.
- Food may only be eaten in the lunch area.
- Only water or well-diluted fruit juice is permitted.
- Access to **any classroom** or the library is permitted only under supervision.

During lessons

- Line up quietly outside classroom.
- The windows, furniture and air conditioning may only be adjusted by the teacher.
- Stand behind chairs at beginning and end of each lesson.
- Sit only where directed by your teacher.
- Come fully equipped for each lesson, including your homework diary and rough book, and put your books/materials for that lesson on your desk.
- Raise your hand when you wish to answer a question and wait for the teacher to ask you to speak.
- Water in a bottle is permitted in classrooms, **except** in science labs or computer rooms.
- You may only leave the classroom during lessons in exceptional circumstances.
- Stand up if another teacher enters the classroom.

School environment

- All pupils are responsible for keeping classrooms, desks, corridors, lunch hall and outside areas tidy.
- Show respect and care for the school environment – damage to property or equipment will have to be paid for.
- Lockers should be kept locked and the key removed.
- The school cannot accept responsibility for any lost property.

Relationships and respect

- Be respectful to teachers at all times - no arguing, answering back, mimicking or sniggering is allowed.
- Show consideration for other pupils at all times and take care not to exclude other pupils.

Behaviour outside of school

- Pupils are reminded that the behaviour and conduct outlined in this policy should be upheld at all times.
- Any misbehaviour or conduct that takes place outside of school (that could adversely affect the reputation of the school), may lead to serious sanctions being imposed. This includes exclusion. Therefore students are reminded not to;

access the internet

use electronic devices which are contrary to the ethos of the school

disrespect adults outside of school

act in a manner that undermines the Charedi ethos of the school

breach accepted standards of tznius

participate in any behaviour or conduct that goes against the "Yesodey Hatorah" ethos, including but not limited to engaging in activities such as bowling and ice-skating.

Uniform and Equipment

- Navy and white gingham blouse (white shirts are permitted on Rosh Chodesh)

- Navy pleated skirt (10 cm/4 in below the knee)
- Navy cardigan or jumper without hood or writing
- Navy or black school shoes
- Only stud earrings are permitted
- Hair that is longer than shoulder length must be tied back
- Only plain hair accessories are permitted.

Items of school uniform or equipment must not have any distinctive marks or logos and must not be identifiable as any kind of designer brand. For stationery and equipment requirements, refer to the separate lists for each year group.

All clothing and equipment brought to school must be clearly labelled. Every Rosh Chodesh all unclaimed lost property is discarded. The school takes no further responsibility for lost items.

Computer use and electronic equipment

- It is strictly forbidden for students to use any computer without parental supervision.
- Internet access is forbidden at all times via any device, including but not limited to a computer, ipod, mobile phone, etc.
- USBs are not allowed at all in years 7 – 9. GCSE students are only permitted to use USBs when given express permission by a subject teacher.

The following are not allowed in school:

- Tippex
- Designer clothing or items
- Chewing gum
- USBs (unless express permission is given by a subject teacher and use of the USB is supervised in school)
- Cameras
- Any non-school related reading material
- Any items that can be harmful to others
- Electronic devices – including but not limited to: ipods, mobile phones, internet devices, MP3 players

Behaviour Guidelines

- The homework diary is designed to promote positive communication between school and home. The diary must be monitored and signed weekly by parents so that the system can have maximum effect.
- It is vital to keep the school informed if any outside help is organised by parents.
- Girls may only visit public libraries if accompanied by a parent.
- Access to the internet is forbidden even for educational purposes. Accounts on Facebook or any other social networking site is forbidden.
- Students may not own a mobile phone.
- Leisure activities not in line with our school ethos, eg ice skating and bowling, are not permitted. Any large group activities (e.g. watching DVDs or videos as a group) or parties must have prior permission from school. Sleepovers are not permitted.
- Students are responsible for upholding the reputation of the school at all times and as such should conduct themselves in accordance to this behaviour policy based on the Charedi principles and ethos.

Appendix B: Home School Agreement

Name of Pupil _____ Date _____

THE PARENTS**I / We shall try to:**

- Ensure that my daughter goes to school regularly, on time and properly equipped and with the correct uniform
- Make the school aware of any concerns or problems that might affect my daughter's work/conduct
- Support the school's policies and guidelines for behaviour
- Support my daughter in homework and other opportunities for home learning
- Attend PTA and any meetings concerning my daughter's progress
- Notify the school immediately by phone of any absence of my daughter and follow up with a note
- Inform the school of any medical concerns and of any medication being taken during school hours
- To cooperate fully with the school in our shared aim of giving a טהרת הקדש על חינוך by monitoring the children's social activities out of school hours so that they will remain unaffected by detrimental outside influences.
- Ensure that my daughter adheres to the code of צניעות in school as well as outside.

Signature of Parent:

THE PUPIL**I shall try:**

- To adhere to the code of צניעות at all times
- To contribute and enjoy a positive attitude towards school life
- To have respect and consideration for the school environment
- Attend regularly and on time and in the correct school uniform
- Bring all the correct equipment to lessons
- To do all my class work and homework as well as I can
- Behave appropriately at all times
- Follow the school's code of conduct both during school and after school hours

Signature of Pupil:

THE SCHOOL

It is the school's aim to provide a disciplined, secure and happy learning environment, where every child develops self esteem and achieves her maximum academically and socially via focused, innovative and inspiring teaching and a rich variety of extra curricular activities.

The school will try to:

- Provide a balanced curriculum and meet the individual needs of your daughter
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters
- Keep you informed about your daughter's progress, behaviour and concerns about punctuality or absence.

Signature of Head teacher:

Appendix C: Time Out: Reflection**Time Out Reflection**

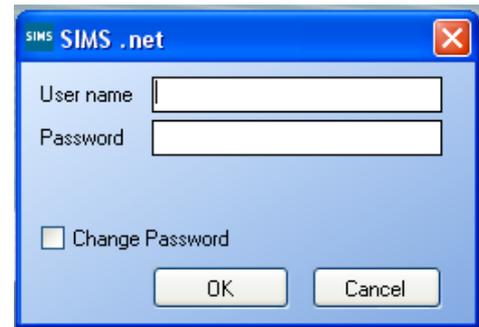
This must be filled out in a thoughtful way in order to complete the time out process.

| |
|--|
| Name: |
| Teacher: |
| Date: |
| Lesson: |
| Class: |
| Describe in detail what took place in the classroom before you were sent to time out. |
| Describe what happened after the teacher asked you to go to time out. |
| Teacher comment and signature |
| For SLT |

Appendix D: Guide to SIMS tracking

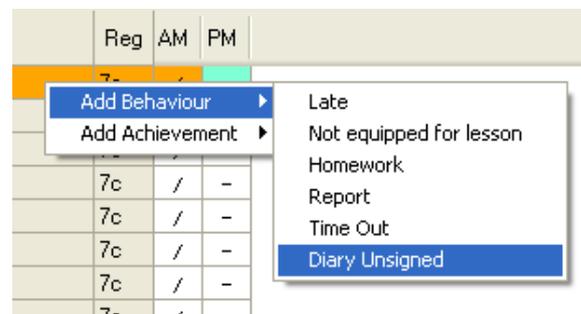
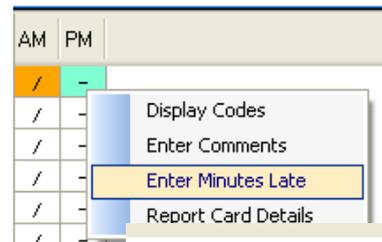
Logging onto SIMS

1. Classroom computers to be switched on first thing in the morning.
2. As soon as possible log onto the computer
3. If there is a **SIMS.net icon** on the desktop then double click this icon to open the SIMS logon screen.
4. If no icon shown then go to **Start | All Programs |SIMS Applications | SIMS.net** which will then open the SIMS logon screen.
5. Enter your **Username** (which will normally be your initial followed by a full stop and then your surname.
6. Enter your **Password** and then click the **OK** button. If you don't know your password please request this from admin. You will then need to change the password to something suitable to yourself the first time that you logon.
7. **SIMS** will then open onto your **Home Page**



Taking a register within SIMS

1. From the **SIMS Home Page** you will see your classes today panel which will show the registration periods **AM** for the tutor group that is allocated to yourself as well as your classes throughout the day.
2. Select (double click) onto the appropriate session and a register screen will open.
3. The register screen will display a list of the pupils in this group and you will be able to mark the register using the / key on the keyboard to mark those pupils who are present. Any pupil who is not present should have no mark recorded (remain as a -).
4. Any pupil arriving late for registration should be marked with **L** for late and right clicking the mouse to display the **Enter Minutes Late**, this should be selected and the number of minutes entered.
5. You will notice that the background of the late cell on the register will change to **Blue**.
6. If you are taking another persons register for a cover lesson you will need to find the correct class.
7. The (take register) **clock icon** shown here can be found as the last item on the task bar of icons on the **SIMS Home Page**.
8. When this icon is selected a browse screen will open where you will need to select the **binoculars icon** to change to another persons register.
9. Once the next screen opens again select the binoculars **Search icon** and look for the class that you need to mark for the afternoon.
10. Once this class has been selected proceed to take the register in the normal way.
11. **Diary checking** can now be completed electronically via the register screen. In order to do this we are recording for any pupil who does not have their diary signed.
12. For any pupil who does not have a signed diary right click on their name on the register and select **Add Behaviour** then select **Diary Unsigned**. This will then ensure that a de-merit point will be recorded for this pupil.
13. A number of **Behaviours** (de-merits) are available for use and a merit is available under **Add Achievements**.



Appendix E: Serious Incident Form

Serious Incident Slip

| | | | |
|---------------------------------|--|----------------------|--|
| Pupil: | | Teacher/Role: | |
| Form/Class | | Lesson: | |
| Date of Incident: | | Time: | |
| Description of incident: | | | |
| | | | |
| Other Students involved: | | | |
| | | | |
| Follow Up/ Action Taken: | | | |
| | | | |

Last reviewed June 2017

Next review July 2016

Mrs C R Klein