



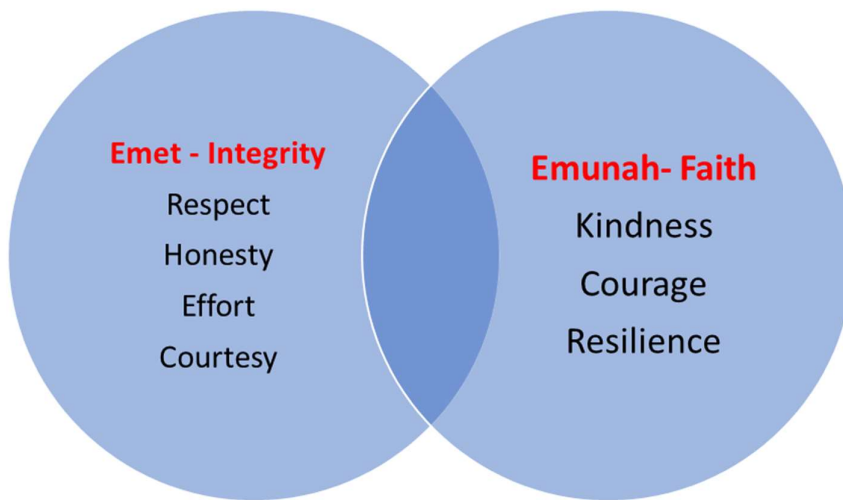
Introduction

The King David High School is an Orthodox, Jewish Day School and its ethos is based on the teachings and traditions of the faith, together with the best in British values. These demand extremely high standards of respect, good conduct and discipline. Good behaviour is also a necessary condition for effective teaching and learning.

All students are expected to behave, at all times, in a manner which exhibits responsibility, consideration, courtesy and respect for teachers, fellow students and fellow citizens.

The school aims to develop the personality of students so that they face the world as knowledgeable, independent and confident young men and women who are able and willing to contribute to both their own and the wider community.

‘Love thy neighbour as thyself’ and ‘treat others as you would wish them to treat you’ is the essence of Judaism and underpins all Judaic and British values. Therefore, The King David High School’s values are based on the school motto, *Emet (Integrity) and Emunah (Faith)*.



Aims

1. To provide a safe, secure learning environment where no student is invisible and all are supported to access a suitably challenging and encouraging curriculum.
2. To provide clear boundaries for acceptable behaviour which are consistent throughout the school.
3. To encourage increasing independence, reflection and self-discipline so that students learn to accept responsibility for their own behaviour.
4. To develop personal growth, acceptance of diversity, tolerance, courtesy and empathetic awareness of others.
5. To develop integrity and faith as citizens of modern Britain and as members of an Orthodox Jewish community.

Roles and responsibilities

The Governing Body

The Governing Body has approved this policy and will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff are responsible for modelling positive behaviour and implementing the behaviour policy consistently.

Parents/Carers

It is vital that parents support the school. Successful education depends on this partnership. The school expects that by accepting a place at school every parent accepts the ethos of the school, its discipline policy and the duties and responsibilities which go with it.

Therefore Parents/Carers should:

- Support the school's expectations of high standards of behaviour.
- Recognise the importance of having a positive attitude towards their child's achievement.
- Attend all relevant meetings concerning their child's attitude and behaviour for learning.

Communication

Positive and negative behaviour will be communicated home via the Edulink app. Teachers and pastoral staff will also contact home via email and telephone and, in more serious cases, parents will be invited into school for meetings with the relevant staff.

Motivation

The school's approach to motivation is one of encouragement and which stresses the positive.

Staff endeavour, at all times, to create a positive, warm and caring environment for each and every child. Students are to be encouraged and praised wherever possible and where criticism is necessary, it must be constructive.

Rewards

The school recognises and assigns achievement points to students for a wide variety of positive behaviours both in lessons and around school. Specific points will also be assigned for those who embody the different values of the school.

As well as recognising the accumulation of these points a variety of rewards will be given to students including verbal praise, recognition emails, praise in assembly, prizes, reward trips, special privileges etc.

Equal Opportunities

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At King David all students are treated equally irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child.

Behaviour for Learning

As well as more specific rules and instructions given to students, the school day is underpinned by some simple expectations which are the foundation for creating a positive learning environment.

School expectations:

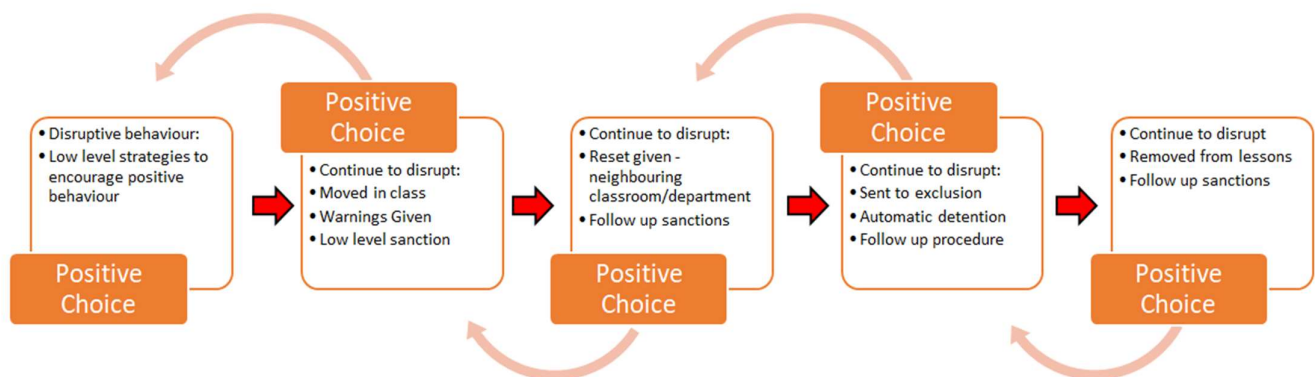
- Arrive on time
- Line up outside classrooms
- Listen attentively
- Sit up straight in chairs
- Put your hand up if you want to ask a question and wait for the teacher to choose you
- Bring all necessary equipment to lessons
- Wear correct uniform
- Use respectful and courteous language
- Complete homework on time to a good standard
- Move around school in a calm and orderly fashion
- Interact positively with other students

Following these basic principles ensures students are gaining the maximum amount of learning from their lessons as well as embodying the values of the school.

Behaviour management

Teachers will focus on positive behaviour management, rewarding students who embody the values and behaviours expected of them. When a student is not yet meeting these standards teachers will use a variety of interventions to encourage making a positive choice and correcting their behaviour.

At each intervention, failure to make a positive choice will lead to the need for escalated interventions.



Sanctions

- **Classroom Sanctions** – for example teacher reminders, being kept behind at break, asked to attend booster/intervention.
- **School Community Sanctions** – for example, litter picking, lunch duty, assisting staff etc.
- **Lunchtime Detention** – 30 mins: issued automatically for a student being sent from a lesson.
- **Tuesday and Wednesday Afterschool Detention** – 40 mins: Issued for accumulation of negative points or repeated offences.
- **Thursday Afterschool Detention** – 50 mins: Issued for failure to attend other sanctions, not responding to sanctions or single instances of serious negative behaviour.
- **Sunday Morning Detention** – 1-3 Hours: Issued for repeated failure to attend sanctions, not responding to sanctions or single instances of serious extreme negative behaviour.

In addition to the above, interventions and support methods such as placing a student on report or assigning a mentor will be considered.

- **Suspension** - Instances of serious extreme negative behaviour, repeated and sustained negative behaviour or failure to respond/attend previous sanctions.

At this point, if the behaviour is ongoing, a student will be placed on an individual behaviour plan. If this fails to have a positive outcome a meeting with a Governors behaviour panel will be considered.

If previous sanctions and interventions have failed to improve behaviour or there are instances of extreme negative behaviour that warrant such a response, the school may consider Expulsion.

The escalation of response is seen below in the '**Behaviour Tiers**' diagram.

Restorative

In addition to sanctions, the school will employ a variety of restorative methods to help students learn from their mistakes and help them make positive choices in the future. These can be focused on classroom-based issues or negative interactions with peers.

Behaviour Tiers



Reasonable adjustments

Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, or those who have specific needs that mean that they find our high expectations difficult to meet. A reasonable adjustment does not mean that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have of all our students.

Outside of School

When students are in school uniform they are representing the King David High School. Students should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

Students should be respectful and kind on social media, just as when in school. If they are bullying, rude or disrespectful online, especially with other members of the school community, they may receive a consequence in the same way as if an incident had taken place in school.

Uniform

Pupils/students should be smart, tidy and well-presented and should adhere strictly to the school Uniform and Personal Appearance Policy.

Non-Compliance

Students, who do not attend school in the correct uniform, will be spoken to by pastoral staff. School will be considerate and attempt to establish why as we are mindful of the variety of reasons a student may not be able to attend in the correct uniform. A student may be offered a replacement item to borrow if one is available. Alternatively, students may be given an opportunity to adhere to the correct uniform within a timeframe. However, in certain circumstances students may be sent home to correct the uniform and will be expected to return to school promptly. Students may be placed in internal exclusion if there is no other way of rectifying the issue.

Parents and Carers

We ask all parents and carers to support the school Uniform and Personal Appearance Policy. Please help reduce misplaced items by clearly labelling uniform with the student's name.

Prohibited Items

The following items are prohibited from school and possession or supply of them will be dealt with by an appropriate sanction.

- knives, weapons or replica equivalents;
- alcohol;
- illegal drugs;
- stolen items;
- chewing gum
- tobacco, cigarette papers, vapes and lighters;
- fireworks;
- pornographic images;
- food [except fruit and water]
- any items used for sale to other students

If required, the school will undertake searches and confiscation in line with government guidance: *Searching, Screening and Confiscation Advice for schools July 2022*

Toilet visits

Students without medical needs should not use the toilet during lessons.

This is to avoid students missing out on learning and congregating outside of lessons and to develop their responsibility for managing their needs.

Mobile Phones

Students may have their phones with them for the travel to and from school. However, the use of all phones will be banned in years 7 to 11 and phones must be switched off during the school day. This includes before registration and at lunchtime. (Any student who needs to phone home may do so via the office). Sixth Form students are not permitted to use phones during lessons (unless specifically instructed by a teacher) or on corridors.

We refer pupils, students and parents to the school's mobile phone policy

Reasonable Use of Force

The law provides school staff with a power to use 'reasonable force' where there are circumstances of very challenging behavioural incidents.

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder
- In a school, reasonable force is used for two main purposes – to control students or to restrain them
- Any decision to use reasonable force is down to the professional judgement of the staff member concerned in the incident and should always depend on the individual circumstances

Examples of specific incidents where this may apply:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit
- To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- To restrain a student at risk of harming themselves through physical outbursts

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Further guidance can be found in: *Use of reasonable force in schools*

Links to other policies

Anti-Bullying Policy

Attendance Policy

Child Protection and Safeguarding Policy

Drugs and Smoking Policy

Equality Act 2010

Equality Objectives

E-Safety Policy

Homework Policy

Mobile Phone Policy

SEND policy

Single Equality Policy

Uniform and Personal Appearance Policy