



## **Behaviour Policy 2025-26**

Policy written by:	Tom Pritchard
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Ratified by:	D Bondt Dec 26

<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
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*“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.” (Paul Dix, Pivotal Education)*

### **Statement of Intent**

At Broughton Jewish Primary School, we believe that developing strong relationships is key to creating an environment where exemplary behaviour and mutual respect promote productive learning. **Everyone (staff and pupils) is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.**

The school has 3 simple rules:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

These rules form the basis of our schools' behaviour expectations because children learn best when they feel safe and secure in a consistent, ordered environment.

### **At Broughton Jewish we aim to:**

- Foster excellent relationships between all members of our community by displaying genuine care, trust and empathy so we can all work together to create the very best learning environment
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can
- Help learners develop life skills including, self-regulation, empathy, social awareness and recognise that every action has a consequence
- Use restorative approaches to help maintain strong relationships
- Refuse to give learners attention and importance for poor conduct
- Build a community which values and models kindness, good humour, tolerance and empathy for others
- Implement rules and boundaries which support learning

## **Purpose of the Policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## **Roles and Responsibilities**

**Every member of the school community is responsible for the behaviour and safety of every child in school.**

**The Senior Leadership and Senior Management Team should:**

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Support staff when dealing with extreme/threatening behaviours
- Monitor CME ( Children missing education) and follow the school's systems if children are absent repeatedly or for prolonged times

**Behaviour and Pastoral Team**

- Oversee that the policy is reviewed and revised (where needed) annually
- Support all the stakeholders in the implementation of the policy
- Provide behaviour management training at least once every two years

**The Governors should:**

- Ensure that the policy is updated regularly by the behaviour team and reflects the school ethos

**Teaching, Welfare, Kitchen and Administrative Staff should:**

- Establish and encourage positive relationships
- Implement the school policies for behaviour

**Parents and Carers should:**

- Support the school in the implementation of the policy to ensure a cohesive and consistent approach to managing their child's behaviour
- Ensure children arrive regularly and on time to maximise their learning and development opportunities

**Children should:**

- Take responsibility for their actions

**Actions and Strategies which all staff agree to try to implement everyday:**

1. **Pass on positivity** - Create a sense of security and belonging (greet, smile etc)
2. **Display only behaviour which you would want children to replicate** - Staff will demonstrate respectful interactions with all members of the school community.
3. **Prioritise the use of positive language (verbal and body)** - eg. *please put your hand up* rather than *do not shout out*. This also includes positive body language and an appropriate tone/volume, the avoidance of fear, anger and frustration in adult behaviour.
4. **Giving time to 'Noticing' children will be a priority for all staff** - It is part of the staff pledge that children will be greeted personally when they enter the school in the morning and more generally outside the classrooms before each lesson.
5. **Consistent recognition** - The class teacher will reward positive behaviour with the use of house points. These will be counted and celebrated during weekly assemblies. At the end of each half term, the winning house will receive some golden time.
6. **Wait, watch, wonder** - Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.
7. **Necessary involvement** - Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff.

### Staff Pledge

<h1>Staff Pledge</h1>	<ol style="list-style-type: none"> <li>1. <b>Meet and greet on all classroom doors/school entrances.</b></li> <li>2. <b>Morning meeting with the children, outlining the plan for the day and raising any points.</b></li> <li>3. <b>Make learners feel important, valued and like they belong.</b></li> <li>4. <b>Introduce 'Above and Beyond' boards.</b></li> <li>5. <b>Endeavour not to shout but still remain firm when implementing the behaviour policy.</b></li> <li>6. <b>Give attention to those doing the right thing.</b></li> <li>7. <b>Take the fame out of being badly behaved.</b></li> <li>8. <b>Make a point of recognising and praising behaviour that is over and above.</b></li> </ol>
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### Whole School Agreement

At the beginning of the school year, the three-point, whole-school agreement will be reviewed. A competition to illustrate each of the points will be held with new posters displayed around school and in classrooms as a result.

	READY	<b>We are...</b> <ul style="list-style-type: none"><li>• <b>Ready</b> to learn</li><li>• <b>Ready</b> to engage</li><li>• <b>Ready</b> to listen</li><li>• <b>Ready</b> to work</li></ul>
	RESPECTFUL	<b>We are...</b> <ul style="list-style-type: none"><li>• <b>Respectful</b> to children</li><li>• <b>Respectful</b> to staff</li><li>• <b>Respectful</b> to parents</li><li>• <b>Respectful</b> to visitors</li><li>• <b>Respectful</b> to everyone</li><li>• <b>Respectful</b> to ourselves</li></ul>
	SAFE	<b>We are...</b> <ul style="list-style-type: none"><li>• <b>Safe</b> in class</li><li>• <b>Safe</b> in the playground</li><li>• <b>Safe</b> with each other</li><li>• <b>Safe</b> in offices</li><li>• <b>Safe</b> on trips</li></ul>

### Managing Behaviour

Engagement with learning is always our primary aim at Broughton Jewish Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. There are some occasions when it is necessary for a child to need further steps to improve their behaviour. Whenever possible, these steps should be taken in private, with care and consideration; taking individual needs into account where necessary.

*“The behaviour of one child is not everyone else’s business. It is between you and the individual.”* (Paul Dix, When the Adults Change Everything Changes)

- Praise the behaviour you want to see

- Recognise 'Above and Beyond' behaviour
- Take the 'fame' out of displaying negative behaviour
- All learners must be given 'take up time' in between steps
- It is not possible to leap or accelerate steps for repeated low-level disruption

### House Points Boards

*"Recognition is the simplest way to shift culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it."* (Paul Dix, When the Adults Change Everything Changes)

At Broughton Jewish, children are divided into house groups: Yehuda, Zevulun, Naftali and Dan. Each class will have a House Points display so when teachers see consistent, good behaviour and examples of above and beyond behaviour from pupils, they can reward this by giving house points. Teachers keep a tally on display in their rooms and each week, Year 6 housepoint monitors will count the points awarded for each house and put tokens in the correct jar during weekly assemblies. Every half term, the house group with the most points will be given some golden time. This may include extra break, chromebook time, creative art sessions etc.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating; SLT and SMT will support where necessary. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Action
1. Redirection/Reminder	<p>Gentle encouragement or a 'nudge' in the right direction.</p> <p>A reminder of the three rules - Be <b>Ready</b>, Be <b>Respectful</b> and Be <b>Safe</b> - delivered privately wherever possible. Repeat these reminders if necessary. This may include using a visual of our three school rules with child friendly input (mostly used in lower school).</p> <p>Staff should make an effort to keep things at this stage and praise should be given if the learner is able to model good behaviour as a result of redirection.</p>

2. Caution	<p>A verbal warning <b>delivered privately where possible</b>, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has the choice to do the right thing. Learners will be reminded of previous examples where they have shown positive conduct to prove they can make good</p>
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	<p>choices.</p> <p><b>If persistent, this behaviour should be logged on CPOMS.</b></p> <p><b>KS Lead should be assigned, initially. ToP, AB and MA should be alerted</b></p>
3. Last chance/30 second script	<p>Speak to the learner privately and give them a final opportunity to engage using the 30 second script.</p> <p><b>30 second script:</b></p> <ol style="list-style-type: none"> <li><b>1. I have noticed that you are...</b>(having trouble getting started/wandering around/playing with...) <b>right now.</b></li> <li><b>2. You are not showing our...</b>(Ready, Respectful and Safe) <b>behaviours.</b></li> <li><b>3. You have chosen to...</b></li> <li><b>4. Because of that you need to...</b>(move to another table/complete this work at another time)</li> <li><b>5. Do you remember when you...</b>(refer to previous positive behaviour)</li> <li><b>6. That is who I need to see today.</b></li> </ol> <p><b>This behaviour should be logged on CPOMS.</b></p> <p><b>If a verbal response is not effective, switch to a visual response (comic strip/social story)</b></p>

4. Cool off	<p>This should be a short time away from the classroom to allow the learner to compose themselves and think carefully about how they want to proceed.</p> <p>This short time away could be a 1 minute trip to the toilet, a supervised break in the learning hub or a short period outside with a TA or other member of staff. Please keep the member of staff within your Key Stage.</p> <p>It is time allowed to calm down, breathe and look at the situation from a different perspective once emotions are</p>
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	<p>under more control. Other staff do not need to reprimand.</p> <p><b>Step 5 must follow this.</b></p> <p><b>If a cooling off period has been used , the incident should be recorded on CPOMS.</b></p>
<p>5. Repair/Restorative conversation</p> <p>'5 in 5'</p>	<p>Within 5 minutes during break, lunch or end of day.</p> <p>Use 5 of these questions:</p> <ol style="list-style-type: none"> <li><b>1. What happened?</b></li> <li><b>2. What were you thinking/feeling at the time?</b></li> <li><b>3. What have you thought since?</b></li> <li><b>4. How did this make other people feel?</b></li> <li><b>5. Who has been affected and how?</b></li> <li><b>6. What should we do to put things right?</b></li> <li><b>7. If this happened again, how could you do things differently?</b></li> </ol> <p>If needed, an imposition can be given at this point. It might be something as simple as time taken to complete work which has been missed due to the incident.</p> <p><b>As the cooling off period will have already been recorded on CPOMS, the outcome of this conversation should also be noted.</b></p> <p><b>These discussion points should be printed and displayed somewhere in your classroom so you can refer to them before having a restorative conversation.</b></p>



6. Support	<p>If incidents are logged on CPOMS accurately and consistently, a number of measures may be implemented following weekly pastoral meetings. Including but not exclusively:</p> <p>If a child has two incidents in a week requiring steps 4 and 5, the class teacher must inform parents. This can be supported by the KS Lead in the first instance (or another member of management if KS Lead is absent). This should be done with a phone call within 24 hours of the second incident. Record this on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring steps 4 and 5, a meeting with SLT and a member of the Behaviour Team and parents/carers will</p>
	<p>be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than three reflections in a week will have weekly monitoring meetings with the member of staff involved (during lunch time) to discuss their behaviour. Pastoral team and SMT (SLT to be alerted) will follow this up and offer support. Should this support require an observation from a member of the BA&amp;PD Team, the Key Stage Lead where the observation will take place will email Anne, Nicola T and either Tom (KS2) or Amy (KS1). Anne and Nicola T will organise cover.</p> <p>A serious breach may lead to an internal/fixed term exclusion. This may include:</p> <ul style="list-style-type: none"> <li>• Physical violence or verbal abuse to an adult</li> <li>• Physical violence or verbal abuse to other children</li> <li>• Prejudiced related abuse or any other discriminatory behaviour</li> <li>• Damage to school property</li> </ul>

### **Classroom Expectations**

#### **Teachers will:**

- Before entering the classroom, ensure children line up in the corridor until the teacher allows them into the classroom. When they do this, the teacher should outline the expectations for the beginning of the lesson.

Eg. "When you enter the room, please sit in your maths places and take out your pencil. The date, WALT and starter are on the board."

- Choose a "settling" technique and get into the habit of using it regularly. It is important to wait until the classroom is settled and all the children are engaged and quiet before giving instructions.

Eg. "5, 4, 3, 2, 1"

- Outline expectations early in the lesson or when switching between tasks. You may choose to use visuals to help with this. The teacher may need to do this more than once during the lesson.

Eg. "If we want to contribute to the discussion, we will put our hands up and when others are speaking, we will listen respectfully."

- At the end of the lesson, teachers will give the children time to tidy up and pack up their things calmly. Positive praise will be given to children who do this well.

Eg. "5, 4, 3, 2, 1...everybody close your books. Benjy and Rachel, please collect the books. Everybody else, please tidy up your place and stand behind your chairs."

- When the classroom is tidy and the children are ready, the teacher will line the children up at the door, ready to be taken to the hall/taken to the playground/sent to their next class.

## **SEND**

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children need to be drawn to the attention of the SENDCo. The class teacher will draw up a plan for each child, in consultation with the SENDCo. Parents and any outside agency may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken when necessary. **However, the teacher should note it may not always follow that every incident of misbehaviour will be connected to their SEND.**

**Any distinct changes in a child's behavioural patterns should be reported to a DSL (through CPOMS) to be discussed within the pastoral meetings.**

## **Equality**

At Broughton Jewish, we aim to provide equal and inclusive opportunities for all children. Therefore we address any issues of bullying immediately, in line with our Anti Bullying policy, to ensure all children feel safe and secure in school. We share the belief that no-one should receive less favourable treatment or bullying behaviour on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, pregnancy, marital status or nationality or any other factor. These come under the heading known as 'Protected Characteristics'.

## **The Use of Specific Consequence Interventions**

Strategies based on the reinforcement of appropriate behaviour are the preferred interventions. At times, however, it may not be appropriate to withhold the reinforcement for some behaviours e.g. dangerous or self-injurious behaviour. In other cases, the reinforcement may be internal e.g. self-stimulatory or self-injurious behaviour and therefore cannot be withheld. Only when it is not possible to withdraw the reinforcement and the inappropriate behaviour is considered serious enough i.e. likely to cause harm to the individual or others or interfere significantly in the child's opportunities for learning, are consequence interventions considered. These strategies may also be employed if other strategies have been unsuccessful at reducing a particular behaviour or range of behaviours.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for pupils whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for pupils with sensory issues or those who have severe eczema or other skin conditions;
- training for staff in understanding conditions such as Autism, ADHD and Dyslexia etc.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## **Safety and Wellbeing**

Safety and wellbeing are of paramount importance to us when a child/children or adult are in danger, we will take the following steps.

### **Lunch Time**

Lunch time staff are to implement the whole school behaviour policy during lunch break. Where possible, through following the behaviour policy, staff are to deal with issues that arise during lunchtime and record them on CPOMS - teachers should be made aware of incidents but not left to deal with them at the end of break. This is to both empower lunch time staff and to allow children a fresh transition into afternoon lessons. All afternoon teaching staff should be on the playground, ready to collect their class, in advance of the official end of lunch. This enables a clean handover from welfare staff to teaching staff allowing a more productive afternoon.

### **Internal Exclusions**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. Where possible, the child should be given work equal to that of the children in their class - this will be the responsibility of both secular and Kodesh teachers. This exclusion will be in a different class/learning hub. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for external/fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed-term exclusion is necessary (eg. working closely with the pastoral team). We expect that parents will be part of this behaviour process.

### **External Exclusions**

The school will avoid using both fixed-term and permanent exclusions whenever and wherever possible. However, in extreme circumstances, where behaviour has become persistently violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then a short term exclusion may be implemented. This will be at SLT's discretion. The school will follow Salford's protocol for exclusions with a formal letter being sent to parents. A return to school meeting will need to take place with SLT following this exclusion.

### **Trips**

Children will be expected to follow the instructions of staff and supervising adults without delay or argument. Children should show respect and act with courtesy towards others, including the general public, be helpful, co-operative and considerate to others. During a school trip any reports of any negative or inappropriate behaviour should be reported to the 'trip organiser.' When a child is on a school trip or visit, the child is representing the school and themselves. Therefore, they must do nothing that will bring the school or themselves into disrepute. The school reserves the right to send home any student who does not comply with the school rules.

Parents will be responsible for any costs involved in transporting their child home and no refund of any money will be given. There may also be occasions when it would be appropriate for a parent or adult relative to accompany the child on the trip.

## **Absences**

We follow up any absence using our Attendance policy. When absences are repeated or prolonged, we liaise with parents and the LA where necessary.

## **Search and Confiscation**

Authorised staff may search a pupil's belongings if they have reasonable grounds to suspect a prohibited item is present, or with the pupil's consent. Searches without consent can only be carried out by the headteacher or authorised staff and must follow strict safeguarding procedures. Items that break school rules or the law may be confiscated; illegal or dangerous items will be passed to the police. Parents will be informed promptly if a search involves statutory prohibited items or if any serious concerns arise.

### **Broughton Jewish Behaviour Blueprint**

*At Broughton Jewish, our aim is to promote traditional Jewish values whilst delivering the highest standards of Kodesh and Secular studies within a warm and embracing Jewish atmosphere. By equipping our pupils with the understanding, knowledge and skills in Kodesh and Secular studies, we enable them to take their place as observant Jews in the modern world. In all that we do, we seek to promote good Middos and to apply Torah Im Derech Eretz.*

<b><u>Visible Staff Consistencies</u></b>	<b><u>We are rules...</u></b>	<b><u>Over and Above</u></b>
<ul style="list-style-type: none"><li>• Meet and Greet</li><li>• Attention given to best conduct</li><li>• Model our values</li><li>• Listen</li><li>• Calm and caring</li><li>• Staff to collect children from playgrounds after breaks</li></ul>	<b>Ready Respectful Safe</b>	<ol style="list-style-type: none"><li>1. Exceeding the minimum values and expectations</li><li>2. Effort - always</li><li>3. Initiative</li></ol>

<b><u>Relentless Routines</u></b>
<b>1. Tremendous Transitioning   2. Legendary Lining Up   3. Remarkable Respect</b>

<b><u>Stepped Sanctions</u></b>	<b><u>30 Second Scripted Intervention</u></b>	<b><u>Restorative Questions</u></b>
1. Reminder (3 Rules)	<b>I have noticed that you are...</b> (having trouble getting started/wandering around/playing with...) <b>right now.</b>	What happened?
2. Caution (Outlining behaviour and consequence to the child)	<b>You are not showing our...</b> (Ready, Respectful and Safe) <b>behaviours.</b>	What were you thinking/feeling at the time?
3. Last Chance (30 second intervention)	<b>You have chosen to...</b>	What have you thought since?
4. Cool Off (Time out of class in learning hub/toilet/playground)	<b>Because of that you need to...</b> (move to another table/complete this work at another time)	How did this make other people feel?
5. Repair (Restorative conversation - after class)	<b>Do you remember when you...</b> (refer to previous positive behaviour)	Who has been affected and how?
	<b>That is who I need to see today.</b>	What should we do to put things right?
		If this happened again, how could you do things differently?

## **CPOMS**

**Assign and alert incidences to the following people.  
For further information, please see Nicola T or Mel.**

**SLT:**

Rabbi Pearlman, Nicola T, Shelley, Michelle & Lizzie

**SMT:**

**Key Stage Leads / Senco / Pastoral Lead**

**Key Stage Leads:**

Reception - Shana Kodesh & Michelle Secular

Years 1-3 - Nicola J

Years 4-6 - Tom

Kodesh - Lizzie All Ks1 & All Ks2 girls

Refoel All Ks2 boys

**Senco:**

Mark

**Pastoral Lead:**

Mel

**Safeguarding Leads:**

Shelley / Nicola J

**Deputy Safeguarding Leads:**

Rabbi Pearlman, Nicola T, Mel & Michelle

**Pastoral Team:**

Mel, Rabbi Pearlman, Nicola T, Shelley, Nicola J, Mark - KS Leads

	<b><u>Assign Cpoms to;</u></b>	<b><u>Also Alert;</u></b>
<b>Safeguarding</b>	Shelley or Nicola J	All DSL's
<b>General Behaviours</b>	Mel	All year group (inc KS Leads)
<b>Violent / Aggressive Behaviours</b>	Nicola T	Rabbi Pearlman, Mel, Lizzie & KS Leads
<b>Bullying</b>	Mel	Charlotte, Pastoral Team & KS Leads
<b>Friendship concerns</b>	Mel	All year group & Cheryl



<b>SEND</b>	Mark / Myrella	KS Leads & Tracey
<b>Engagement with work</b>	KS Leads Secular/Kodesh	Michelle & Tracey
<b>Medical Issues</b>	Anne	All year group & Cheryl
<b>Attendance</b>	Michelle	Nic J, Shelley & KS Lead
<b>Parental contact</b>	KS Lead	Mel, Nic T, Lizzie
<b>Home / Parenting concerns</b>	Nicola T or Lizzie	Mel & KS Lead