



Behaviour Policy

Approved Sept 2023

Introduction

Yavneh College is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. Yavneh College is a modern, supportive learning environment based on traditional Jewish values, where all pupils are able to maximise their potential, help others and take advantage of every opportunity offered. The concept of the Yavneh Way is formulated from our school motto '*olam chesed yibaneh – the world is built on kindness*' and forms the basis of our ideas on appropriate pupil behaviour. In every area of school life, we believe that the Yavneh Way is to demand:

- Respect
- Kindness
- Politeness
- Courtesy

At Yavneh College we believe that good behaviour and effort should be celebrated and that poor behaviour should result in sanctions, in order to encourage appropriate patterns of behaviour. Sanctions are **only** effective however, if they lead to improved behaviour.

We believe that all members of the school community have the right to work in a respectful, calm atmosphere without fear of bullying or disruption. We also believe that role modelling is central to the building of sound relationships between pupils and staff at our school. It was Hillel, in the first century who stated that the Torah commands us to:
'Love your neighbour as yourself' (Vayikra 19)

Hillel stated that this is the most central element of Jewish practice, in essence it should be understood as, '*don't do to someone else that which you would not want them to do to you*'. This maxim should be at the heart of everything we do if we wish to teach pupils the principles of mutual respect and teamwork.

At Yavneh College we believe that pupils should be rewarded for their hard work and that positive behaviour management is far more effective than simply the imposition of sanctions. We believe that prevention is more effective than punishment and that praise is more effective than criticism.' It is the duty of teachers to correct pupil behaviour through appropriate punishments; we should remember that in conjunction with these punishments it is the duty of adults to encourage and praise. Good behaviour stems from being positive role models and all members of the school community are encouraged to act in this capacity both inside and outside the school.

There will be occasions when it is necessary to sanction a pupil because they have acted in an inappropriate or selfish way, in particular pupils who disrupt learning are dealt with firmly and consistently by all members of staff and will receive appropriate sanctions as described in this policy. We believe that pupils who break the school rules must understand the consequence of their actions and be given an opportunity to improve their behaviour after their punishment has been served.

Mr S Lewis
Executive Headteacher

Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

[It is also based on the Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

[In addition, this policy is based on:](#)

- [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy](#)
- [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online](#)

[This policy complies with our funding agreement and articles of association.](#)

Bullying:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Sexist• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. sex, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy, which can be found on the school website.

Roles and Responsibilities:

The Local Governing Body

The Local Governing Body (LGB) is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

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

The Executive Headteacher will ensure that this behaviour policy works alongside the Child Protection policy to offer pupils both sanctions and support where necessary.

The Executive Headteacher will ensure that the data relating to behaviour is reviewed on a half termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on PARS or CPOMS as appropriate

The Pastoral Team and SLT will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's teachers promptly.

Statement of Behaviour Principles

At Yavneh College we:

- Respect the ethos of the school and treat all members of the school community with kindness and respect
- Embrace our Jewish identity
- Are proud to be part of our school and we look after it
- Make every effort to learn and allow others to learn
- Make a positive contribution to our community

What type of pupils do we want to nurture at Yavneh College?

Attributes

Yavneh College will nurture and educate our pupils to be learners who are:

- Happy and full of enjoyment
- Independent and autonomous
- Well-rounded and open minded
- Resourceful
- Reflective
- Engaged and passionate about learning
- Ambitious and competitive
- Solution focused
- Bold risk takers

Growth Mindset

Our pupils will exhibit the behaviours and attitudes reflective of a Growth Mindset where they are:

- Prepared to embrace challenges - pushing themselves beyond their comfort zone
- Strong believers in their ability to develop and improve their talent and abilities through application and hard work
- Appreciative of the benefits of hard work and effort
- Intrinsically motivated
- Are able to treat setbacks and disappointments as learning opportunities
- Inspired by the success of others rather than threatened by it
- Responsive to all useful feedback (positive or negative) rather than limited or discouraged by it
- Believers in the power of 'yet'

Social Behaviour

Our pupils will relate well to one another and play an active role in developing a supportive and inclusive community in which all of our pupils:

- Behave towards each other and all members of the community with good manners, courtesy and consideration
- Are proactively choosing to and making a positive contribution to the school community
- Understand the high expectations that we place on them and co-operate fully without needing to be asked
- Are kind and empathetic to others
- Show respect and display honesty
- Model excellent social skills

School Rules

School Code of Conduct

Our Code of Conduct is designed to make Yavneh College an excellent place to be for everyone and applies to all school-organised or school related activities, when travelling to or from school, when wearing school uniform, when identifiable as a pupil of our school. The school rules may also be applied if pupils act in a way that may have repercussions for the orderly running of the school, pose a threat to another pupil or could adversely affect the reputation of the school. All of our pupils will be taught to:

- Respect each other, staff, members of our local Community and all visitors to the school
- Wear their uniform with pride
- Respect and embrace the Jewish ethos of our school
- Be prepared for learning
- Communicate politely and effectively to each other, staff, members of our local Community and all visitors to the school
- Make sensible choices and avoid risky behaviour
- Display the Yavneh Way values of Respect, Kindness, Politeness and Courtesy

Pupil Code of Conduct

In the community of Yavneh College, I must:

- Listen to members of staff and follow their instructions politely and calmly
- Be honest and not be afraid to tell the truth
- Be polite to all I encounter: staff, visitors and fellow pupils and treat all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others when corridors are busy
- Walk calmly and quietly on corridors and staircases, keeping to the left, without rushing or causing a disturbance
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine or swear at anyone, whether in person, through others, or via social media
- Never rush, fight, play-fight or engage in other forms of physical abuse or intimidation to anyone at any time
- Never touch or vandalise other people's or the school's property, and treat other's belongings with respect
- Always wear my uniform completely and correctly
- Eat and drink only in the Dining Room, with the exception of water
- Never possess or consume cigarettes (including e-cigarettes), tobacco, alcohol or illegal substances.
- Be sensible and follow the ICT User Agreement.

In lessons to help me achieve, I will:

- Make learning my priority and understand there are no shortcuts
- Be on time for school and all lessons
- Bring my books, pencil case, PE Kit (as required) and all other equipment necessary for school every day
- Line up quietly outside my classroom ready to be invited in by my teacher
- Enter the classroom quietly, go straight to my seat and get any relevant equipment out as necessary
- Stand behind my chair in silence and wait for the teacher to invite me to sit down
- Settle down to the starter activity (if set) straight away
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner engaging with all activities

- Respect other people's responses and questions and learn from them by active listening
- Always complete homework on time and to the best of my ability
- Never eat or chew in class
- Make sure I catch up with my learning when I am absent from school or behind in my work
- Remember it is always the teacher who determines what happens in lessons

To take pride in Yavneh College's surroundings I will:

- Help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- Never drop litter and indeed help pick it up/remind others of their duty to keep our school clean and tidy
- Never indulge in graffiti or vandalism

To show I am an ambassador of whom Yavneh College can be proud I will:

- Dress smartly, in correct uniform at all times, including to and from school
- Have respect for the school's neighbours and be helpful and considerate in the local community
- Be aware of other people around me – on the streets, on the footpath to Tesco, in shops, on buses and trains; never shout or behave in a way that will affect others (we share pavements, buses/trains)
- Speak quietly and politely to my friends
- Offer my seat where possible to an older person/carer with young children
- Make my way to and from school quickly and not congregate in large groups on the streets or in Tesco
- Not eat in non-Kosher establishments whilst wearing school uniform

I UNDERSTAND THAT THERE ARE ALWAYS CONSEQUENCES TO MY ACTIONS, BOTH POSITIVE AND NEGATIVE AND AGREE TO FOLLOW TO THIS CODE OF CONDUCT.

ROUTINES AND EXPECTATION

On arrival at Yavneh College all pupils will:

- a) Be in full uniform, no make-up, piercings or jewellery
- b) Remove any chewing gum from their person and dispose of it in the bin
- c) Ensure they are ready and prepared with the correct equipment for morning lessons
- d) Ensure they are lining up in silence outside their form rooms before 8:30am waiting to be greeted by their teacher
- e) Expect to be sent home to change or internally excluded if not wearing the correct uniform.

Walking around school and moving to/from lessons all pupils will:

- a) Follow instructions from any member of staff or adult first time
- b) Move to lessons once their teacher has dismissed them
- c) Follow the Yavneh Way and allow any member of staff or adult to pass through a doorway before them
- d) Hold doors open for others
- e) Never run
- f) Walk on the left-hand side of the corridors and stairways
- g) Stay quiet and calm on corridors and stairways and never shout

All pupils will follow the same routines for entering the classroom:

- a) Pupils will line up in silence outside their classroom ready to enter the class
- b) The teacher will greet the pupils at the door
- c) All pupils will move quietly and immediately to their allocated seat and place their equipment on their desk ready for learning and stand behind their desk waiting for the teacher to invite them to sit down

Moving to and from assemblies all pupils will:

- a) Go to their normal tutor rooms where they will be met by their tutors and brought down to assembly in register order
- b) Enter the assembly room in silence
- c) Sit in silence whilst awaiting the start of the assembly
- d) Listen attentively to the assembly and participate fully as necessary
- e) Form Tutors or other attached staff will stand next to their form group and actively help to maintain perfect order
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all pupils will remain in silence whilst they are dismissed by a senior member of staff, one row at a time.
- g) The pupils will then walk quietly to their next lesson

REWARDS

The Role of Rewards

Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a pupil's strengths. In line with our Growth Mindset principles, praise should never be given based purely on attributes and perceived 'talents'. Praise should reward positive attitudes, hard work, effort and perseverance. Rewards will be issued through our House Point system and all pupils will begin the academic year with 100 House Points which we hope will grow as the year progresses.

At Yavneh College it is fine to reward high attainment, but in doing so, attention should be focused on the process that pupils have gone through to achieve high levels of attainment and be specific about what is being rewarded. e.g. not: 'That's an excellent piece of work – You're brilliant at writing. Well done!' But: 'That's an excellent piece of work - I can see how hard you have worked on this and the way that you explained your arguments clearly with examples was a particularly strong feature.' Similarly, rewards given for consistent good behaviour, should highlight the significant effort, high self-expectations and self-discipline that pupils are maintaining in order to meet expectations all the time. The Yavneh College Rewards System operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

Positive behaviour will be rewarded with House Points that will accumulate and pupils will be rewarded based on Net scores of House Points after deducting any Negative House Points.

Positive behaviour will be recognised using the R1-10 Ladder of Rewards:

	Description	Number of House Points
R1	Excellent effort with homework or classwork	1
R2	Making excellent progress in a subject	1
R3	Showing resilience in school	2
R4	Demonstrating the Yavneh Way	2
R5	Demonstrating good use of Growth Mindset (for example overcoming a challenge or endeavouring to complete extension/challenge tasks)	2
R6	Having work accepted into the Headteacher's Book of Excellence	3
R7	Sustained improvement in effort, coursework and behaviour	3
R8	Going out of your way to be kind to someone else	4
R9	Representing the school	4
R10	Metsuyan Award – This is an award for 100% attendance and zero NHPs in a fortnight.	5

Rewards and Certificates

The Head of Year will email a **message of congratulations** to the parents of any pupil who:

- Receives the Metsuyan Award.
- Puts outstanding effort into their work.

Teachers may email a **message of congratulations** to the parents of any pupil who:

- Produces exceptional work in a lesson.
- Produces an exceptional piece of homework.

Certificates

Pupils who have a positive balance of:

- 125 House Points will receive a **Bronze Certificate** in their Celebration Assembly.
- 150 House Points will receive a **Silver Certificate** in their Celebration Assembly.
- 175 House Points will receive a **Gold Certificate** in their Celebration Assembly.

At the end of each term the House with the highest tally in each year group will be rewarded. All House Points will be put towards a whole school tally with the winning House announced each term. The winning House will be presented with a trophy and will be invited to attend a House Party at the end of the academic year.

Pupils of the Month

All Heads of Department and Heads of Year will select two pupils per year group each month to celebrate their progress and endeavour within that subject. Pupils will be awarded a certificate and their success celebrated within the school community.

Kol HaKavod Awards

The Heads of Key Stage will track the progress of pupils across their key stage and will award Kol HaKavod Awards to any pupil whom they believe has exceeded in their kindness to others, exemplifying the Yavneh Way and/or showing outstanding progress or endeavour across all subjects.

Book of Excellence

Teachers will send details of outstanding work to the Executive Headteacher, who will record the pupils name in the Book of Excellence and send a letter of recognition home.

Yavneh Way Days

At the end of each term, pupils in Key Stage 3 & 4 who have followed The Yavneh Way will be awarded with choosing an activity for The Yavneh Way Day. This is a an off timetable day with a number of activities or trips that pupils can participate in. The pupils who will be able to choose their activity on The Yavneh Way Day will be those who consistently engage in their learning, wear the correct school uniform and are punctual for school. Pupils selected for this reward will be at the discretion of the respective Head of Year.

CONSEQUENCES

At Yavneh College, we believe that the most effective way of managing behaviour is self-motivation by our pupils coupled with recognition and praise by our staff and parents. There are, however, occasions when sanctions and support mechanisms must be put in place and we believe that the discretion of the school and the judgement employed by staff are the key to successful behaviour. Pupils who do not follow the Code of Conduct must understand the consequences of their actions and therefore sanctions are sometimes necessary in order to act as a deterrent to our pupils and to maintain an ethos of learning. All behavioural sanctions including all exclusions may be given for incidents that occur:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Please note: The following list is not exhaustive. All sanctions are issued at the discretion of teachers, Heads of Department, Heads of Year, Heads of Key Stage and the Senior Leadership Team

Uniform

- At Yavneh College, we believe that smart dress is vital for a well ordered learning environment. During the school day, pupils are expected to wear full school uniform.
- Pupils who come into school with incorrect uniform will be expected to go to the school office to buy the missing item, for example a Kippah. They can pay using contactless payment or a debit card. If a pupil does not have a way to pay for the item, then they will be placed into internal isolation unless/until a parent brings the correct item of uniform into school.
- Pupils who are not wearing the correct school uniform will be issued with a Negative House Point (NHP) and told to correct their uniform. Persistent failure to wear the correct uniform may result in a pupil being placed in an internal isolation. Pupils who receive multiple NHPs for incorrect uniform will be disapplied from The Yavneh Way Day for that term and may be issued further sanctions by their Head of Year.
- Pupils will only be allowed to wear trainers with an approved medical note. Pupils who arrive at school without school shoes or a medical note will be provided with plimsolls to wear until they have the appropriate school shoes.
- Pupils are not permitted to wear make-up.

Chewing gum

- At Yavneh College, we expect pupils to respect the school environment and believe that chewing gum damages property and creates an unpleasant learning environment.
- Pupils who are caught chewing gum at school will be issued with a detention by the relevant Head of Year where they will be expected to go around the school building and remove chewing gum from under desks and chairs. They will also receive a Negative House Point and may be disapplied from The Yavneh Way Day.

Mobile phones

- KS3 & 4 pupils must ensure mobile phones are turned off at the beginning of the school day (8.30am) and locked in mobile phone lockers in Form rooms. Pupils can collect their phones from these lockers at the end of the school day.
- Pupils who refuse to lock their mobile phone in their mobile phone locker or who bring an additional phone into school will be internally isolated the first time they are caught doing so and suspended subsequent times.
- Sixth Form students may use their mobile phone in the Sixth Form block only, when not in lessons. Any Sixth Form student seen with mobile phones outside of the sixth form block will have them confiscated until the end of the school day and may be issued a subsequent sanction by the Head of Sixth Form.
- Pupils may use the school office phone in an emergency.

Ladder of Consequences

At Yavneh College, a range of techniques and strategies are used by staff to ensure that pupils behave appropriately in lessons. For example, pupils are placed in a seating plan and established routines are used at the start and end of each lesson. Our staff are always looking for opportunities to engage pupils in learning together with rewarding and praising them for their efforts and resilience. However, should a pupil not behave appropriately in a lesson or around the school site, the following series of consequences are actioned. Pupils can be issued consequences without working through the ladder, this is at the teacher's discretion. If a pupil receives a consequence for a negative action and then continues with this same negative action in the subsequent lesson with that teacher the pupil will automatically start at the point of the ladder they were on in the previous lesson.

Consequence 1: Reminder

A C1 may be issued if a pupil:

- Talks whilst lining up or entering the classroom.
- Talks during the lesson when they are meant to be listening.
- Is out of their seat without permission.
- Not following a teacher's instruction.
- Displays any other behaviour deemed to be inappropriate by a member of staff.

Consequence 2: Warning

A C2 may be issued if a pupil:

- Continues to display unacceptable behaviour despite being reminded to stop.
- Challenges a teacher's instruction (if the pupil continues to challenge the teacher's instruction this is escalated to a C4).

Consequence 3: Break or lunchtime detention (accompanied by 1 NHP)

Teachers may issue a break time detention or a lunchtime detention of up to 40 minutes at the start of lunch time to ensure there is sufficient time to eat lunch after the detention. The detention needs to be scheduled on PARS and the time and date confirmed with the pupil. Detentions should be used as an opportunity to discuss the behaviour that resulted in the detention and include a restorative conversation.

A C3 may be issued if a pupil:

- Disrupts learning.
- Rudeness to staff.
- Continues to display unacceptable behaviour despite being warned to stop.
- Fails to arrive to school or a lesson on time.
- Fails to put sufficient effort into their classwork or a piece of homework.
- Fails to submit a piece of homework on time.
- Uses ICT inappropriately during a lesson.

- Behaves inappropriately during Tefillah.

Consequence 4a: Removal from the lesson (accompanied by a HoD ASD and 2 NHPs)

Removal from a lesson is a very serious sanction and will only be used by a teacher:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

A pupil who is removed from a lesson will also incur a one hour After School Detention (ASD) with the Head of Department, in place of the break time or lunch-time detention that was issued by the teacher. If a pupil is removed from a lesson the Head or Assistant Head of Department will contact the pupil's parents the same day to inform them of the incident. A Head of Department ASD will also be issued to a pupil who fails to attend a break-time or lunchtime detention. If a pupil fails to attend an ASD they will be issued with a loss of social time (break and lunchtime) for a period of time that will be decided by their Head of Year and they will receive 4 NHPs. Please note: the school has a legal right to detain after school those pupils who break the school rules.

A C4 may be issued if a pupil:

- Continues to disrupt the learning of other pupils in a lesson, despite being issued with a teacher detention (C3) in the lesson.
- Continues to challenge a teacher's instruction after a warning has been given.
- If a pupil receives two or more teacher detentions within a subject within a short period of time, which will be at the discretion of the Head of Department.

Consequence 4b: Head of Year After School Detention (accompanied by 2 NHPs)

A C4b may be issued to pupils who have:

- Been issued three C3 NHPs in a week as a result of disrupting the learning of other pupils. The HoY will contact the pupil's parents the same day, where possible, to inform them of this unacceptable behaviour.
- Refused to follow the instructions of a member of staff.
- Displayed a lack of respect to members of the school community.
- Persistent refusal to adhere to the School Uniform Policy.

Consequence 5a: Removal from a series of lessons (accompanied by 3 NHPs)

A C5a may be issued if a pupil:

- Continues to disrupt the learning of other pupils or continues to challenge a teacher's instruction, when they return following removal from the previous lesson (C4).

If a pupil is issued with a C5a, the Head of Department will arrange a meeting, using video technology, with the pupil and their parents. Before the pupil returns to their lessons, the Head of Department will arrange a meeting between the pupil and their teacher to discuss their reintegration to the classroom ensuring ongoing learning and restoring appropriate respect. The Head of Department will ensure that the pupil has appropriate education provided whilst removed from the series of lessons.

Consequence 5b: Removal of Social Time (accompanied by 3 NHPs)

Removal of Social Time is where a pupil spends their social time on their own. They will spend this time on their own to reflect on their actions. Pupils who have their social time removed will be able to buy cold food to eat in isolation from their peers. A C5b may be issued by a Head of Department, Year or Key Stage. This sanction will be used for failure to attend ASDs, bullying, serious disrespect to a member of the school community, inappropriate use of

sexualised language and any other serious behaviour incidents. The number of days that a pupil will have their social time removed for will be at the discretion of the member of staff issuing the sanction. Failure to attend Removal of Social Time may result in a pupil being issued a C7 Internal Isolation.

Consequence 6: Head of Key Stage and SLT After School Detention (accompanied by 4 NHPs)

A C6 may be issued to pupils who have committed a serious breach of the Pupil Code of Conduct or for pupils who continue to accrue NHPs for disrupting the learning of others and who have already received ASDs from either a Head of Department or their Head of Year. Depending on the severity of the behaviour, these detentions may last up to two hours.

Consequence 7: Internal Isolation

Internal Isolation is where a pupil works alone for a period of time in silence. Pupils will be allowed a short supervised break in order to eat lunch but will not be allowed to socialise with their peers during this time. Pupils who have not completed the required work will remain in Internal Isolation.

A C7 may be issued by the Head of Key Stage or Deputy Headteacher responsible for Pupil Progress:

- Continues to disrupt the learning of other pupils or continues to challenge a teacher's instruction, when they return following removal from a series of lessons(C5).
- Is exceptionally rude to a member of staff.
- Repeatedly disregards school rules.
- Is involved in a fight.
- Uses abusive, discriminatory or prejudice-based language, including inappropriate sexualised language to other members of the school community.
- Is involved in a serious incident that disrupts a lesson.
- Is involved in bullying behaviour, including bullying behaviour through the use of ICT that impacts school life.
- Misuses ICT.
- Failure to follow school rules concerning mobile phones.
- Theft.
- Discriminatory or prejudice-based behaviour, including the use of derogatory language in person or online to.

Consequence 8: Suspension

The list that follows is not exhaustive and the issuing of a suspension is ultimately at the discretion of the Executive Headteacher, who will use balance of probability and their professional judgement to decide upon the nature of the appropriate sanction and length of the suspension. A suspension is a very serious sanction and therefore all suspended pupils and their parents will be required to meet with the Executive Headteacher on their return to school for a re-integration meeting.

A C8 Suspension of a fixed number of days may be issued by the Executive Headteacher for:

- Continued disruption to the learning of other pupils or continued challenge of a teacher's instruction, when they return following a period of Internal Isolation (C7).
- Use of rude or abusive language or serious rudeness.
- Persistent lack of co-operation with staff.
- Being in possession of and/or smoking cigarettes or e-cigarettes/vapes.
- Provoked physical assault.
- Use of derogatory or prejudiced-based language.

- Serious bullying including through ICT.
- Misuse of any ICT, including school systems or personal devices including accessing and sharing pornography.
- Unprovoked physical assault.
- Threatening behaviour, which includes online threats such as through social networking sites.
- Disruption to whole school life such as setting off the fire alarm.
- Failure to follow school rules concerning mobile phones.
- Vandalism.
- Theft.
- Sexual harassment.

Consequence 9: Permanent Exclusion

The list that follows is not exhaustive and the permanent exclusion of any pupil is ultimately at the discretion of the Executive Headteacher using their professional judgement.

A C9 may be issued by the Executive Headteacher for:

- Repeated theft.
- Possession of, dealing or using illegal drugs or drug paraphernalia into school. (Refer to school drugs policy for further details).
- Bringing alcohol into school or, consuming alcohol in school.
- Serious actual or, threatened violence against a pupil or member of staff.
- Bringing an offensive weapon to school.
- Sexual harassment, abuse or assault.
- Sexual activity including accessing and sharing pornography.
- Serious or repeated breach of the ICT Code of Conduct
- Insufficient progress being made under pastoral support programme or such like.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include any of the following, at the discretion of the Executive Headteacher:

- C6 – SLT After School Detention
- C7 – Internal Isolation
- C8 – Suspension
- C9 – Permanent Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

Please refer to our Child Protection and Safeguarding policies for more information, which are available on the school website.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), (where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 on CPOMS and reported to parents.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, the school will seek support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Additional Support Programmes for Pupils who are at risk of Permanent Exclusion:

Where there is ongoing concern that a pupil's behaviour is escalating and that they are at possible risk of permanent exclusion from school, they may be placed on one of the following programmes to offer them additional support:

Individual Behaviour Plan (IBP):

IBPs are reserved for pupils who are not responding positively to the normal school sanctions and who require more individualised monitoring. Before a pupil is placed on an IBP it is likely that they will have had intense behaviour monitoring and support from their Form Tutor and Head of Year. However, if their behaviour is still a concern the Head of Key Stage, in consultation with the Deputy Headteacher, will place them on an IBP. An IBP is likely to last for 6 weeks, but will be at the discretion of the Deputy Headteacher. Pupils placed on an IBP will receive the following support:

- A meeting with them, their parents, their Head of Year and Head of Key Stage to explain the IBP process.
- Specific targets for the pupil to focus on passing for the duration of the IBP process.
- Mentoring by a member of the WSLT (Whole School Leadership Team).
- Weekly feedback to parents from their Head of Key Stage or mentor regarding the progress that they are making on their IBP.
- Review meetings with the Head of Key Stage coordinating the IBP

IBPs are taken extremely seriously by the school. Therefore, if a pupil is on an IBP and displays unacceptable behaviour, they are likely to be removed from lessons and issued an internal isolation or suspension.

Pastoral Support Plans (PSPs):

If a pupil fails their IBP, it is likely that the Executive Headteacher will place them on a PSP for 16 weeks. PSPs are extremely serious and failure to pass a PSP may result in permanent exclusion from Yavneh College. Pupils placed on a PSP will receive the following support:

- A meeting with them, their parents, the Executive Headteacher, and their Head of Year or Head of Key Stage to explain the PSP process.
- Specific targets for the pupil to focus on passing for the duration of the PSP process.
- Mentoring by a member of the WSLT (Whole School Leadership Team).
- Weekly feedback to parents from their mentor regarding the progress that they are making on their IBP.
- Fortnightly meetings with the Executive Headteacher to discuss their progress.
- Review meeting with the Deputy Headteacher, mentor and parent.

PSPs are taken extremely seriously by the school. Therefore, if a pupil is on a PSP and displays unacceptable behaviour, they are likely to be removed from lessons and issued an internal isolation or suspension.

Safeguarding

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

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development via INSET days, weekly Tutor Team meetings and CPD from The National College.

Monitoring arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour as presented in the Executive Headteacher's termly report to the LGB. At each review, the policy will be approved by the LGB.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Anti-Bullying policy
- Child Protection Policy
- Safeguarding policy

School Uniform Dress Code

Girls

Regulation Yavneh College white polo shirt

Regulation Yavneh College black sweatshirt

Regulation Yavneh College skirt, long enough to cover the knees

Plain black or flesh-coloured tights or white or black ankle or knee-length socks (socks must not cover knees)

Black school shoes, without high heels (no boots or trainers)
Plain black outdoor coat. Denim or leather coats and hoodies are not allowed.
Regulation Yavneh College black shoulder bag (optional)
School lanyard to be worn and visible

Boys

Kipa

Regulation Yavneh College white polo shirt

Regulation Yavneh College black sweatshirt

Plain black school trousers, without turn-ups

Black ankle or knee-length socks

Black school shoes (no boots or trainers)

Plain black outdoor coat. Denim or leather coats and hoodies are not allowed

School lanyard to be worn and visible

Notes

1. Boots cannot be worn during the school day.

2. Trainers can only be worn for:

- PE lessons.
- Playing outdoor games at break or lunchtime.
- Medical reasons. Please note that permission to wear trainers for medical reasons will only be granted on receipt of a letter from a doctor; a letter from a parent will not be accepted.

If trainers are worn in other circumstances, they are confiscated for the duration of the day and we issue the pupil with plimsolls if we have a suitable pair available. We also try to contact parents to see whether they can bring appropriate shoes into school. If we cannot supply plimsolls and parents cannot bring in a pair of shoes, the pupil is educated away from their peers for the rest of the day. If the plimsolls are not returned, parents are billed for a replacement pair.

3. Boys must wear a kipa at all times during the school day, except when playing sport. If a boy does not have a kipa, he is educated away from his peers and we try to contact his parents to ask them bring in a kipa for him. Alternatively, he can purchase a kipa for £2 from the school office.

4. Jewellery is not allowed i.e. no rings, earrings, pierced body jewellery, bracelets, necklaces (including such religious symbols such as a Magen David or Chai), etc. Any jewellery will be confiscated and given to the Reception office and the pupil may collect this at the end of the school day. This rule exists in order to:

- Eliminate accidents e.g. earlobes can be ripped if earrings are worn during PE.
- Eliminate obvious differences between pupils' home financial circumstances.

5. No extreme hair colours or styles. (This is at the discretion of the Senior Leadership Team). Girls hair accessories must be basic hairbands but can be any colour.

6. Where a judgement needs to be made about whether a pupil conforms to the school's expectations for uniform and appearance, the Senior Leadership Team is authorised to make such a judgement. Pupils who refuse to conform to the school's expectations will be educated separately to their peers.