The school has a strong ethos characterised by tolerance and responsibility. Pupils’ behaviour is thoughtful and kind. Pupils show courtesy and consideration to each other. During lessons, pupils concentrate well and listen carefully. They work hard and help each other. Around the school, they behave safely and are very polite and friendly. Children said that they feel safe at school and that ‘it is like a family’. Ofsted January 2018

Behaviour in lessons is outstanding. Behaviour of all pupils is managed exceptionally well, leading to a working atmosphere of calm and respect. Pupils move around the school calmly and work with concentration and engagement. They demonstrate a high level of self-discipline and maturity. Pikuach June 2018

Rationale
At Akiva school we provide a secure, nurturing and stimulating environment where learning, teaching and playing can flourish in a positive atmosphere characterised by mutual respect and trust. The foundation of our behaviour policy is the idea that children will ‘respect others, myself and the world.’ Progressive Jewish values underpin our behaviour policy; with Tzedek (justice) and Kavod (respect) being the guiding principles. We teach our children to value all members of the school community and to treat each other with kindness. We believe that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. At Akiva we are proud of our children and recognise that their behaviour is extremely good. We work hard to emphasise positive behaviour and recognise that positive reinforcement is the most useful strategy in encouraging and maintaining good behaviour. We aim to focus on appropriate behaviour and to ‘catch them being good.’

The school is committed to:
- Promoting desired behaviour;
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- Ensuring equality and fair treatment for all;
- Enabling children to learn in a safe, secure and happy environment;
- Challenging and disciplining misbehaviour;
- Encouraging positive relationships with parents;
- Developing positive relationships with pupils to enable early intervention;
- Promoting a culture of praise and encouragement in which all pupils can achieve;
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.

Aims of this policy:
- To provide a consistent approach to behaviour across the school which is clear for staff, pupils and parents;
- To define what we consider to be unacceptable behaviour;
- To outline how pupils are expected to behave;
- To outline our systems of rewards and sanctions.

Roles and Responsibilities
Staff Responsibility
Behaviour Management is the responsibility of all staff at Akiva. Akiva is a non-shouting school. It is not acceptable for any member of staff to shout at children as this is not modelling appropriate behaviour and demonstrates a lack of respect. Shouting can often escalate a situation. Staff should remain calm. Staff should allow for children to have a ‘cooling off’ period before investigating a situation. When investigating an incident we use restorative approaches where appropriate.
Children will:
- Learn to take responsibility for their own behaviour in and out of school;
- Follow Akiva’s Golden Rules;
- Report any bullying behaviour they see to a member of staff;
- Ensure their behaviour does not compromise the learning of others.

The Headteacher will:
- Provide a positive model of behaviour;
- Ensure positive behaviour is recognised in Special Mentions in Kabbalat Shabbat;
- Ensure the incident forms are completed and be aware of incidents;
- Ensure staff members are following the Behaviour Policy;
- Ensure new members of staff have this policy explained to them.

Staff will:
- Provide a positive model of behaviour;
- Follow the school behaviour policy consistently;
- Investigate all incidents with an open-mind and with no prior assumptions;
- Allow all pupils involved in an incident to give their point of view and to be treated fairly;
- Avoid using sanctions when support strategies would suffice;
- Be pro-active in contacting parents to discuss behaviour – both positive and negative;
- Speak calmly when dealing with off-task and challenging behaviour;
- Ensure high expectations are made explicit to the children.

Parents will:
- Support the whole school approach to behaviour;
- Encourage their child/ren to work hard for the rewards associated with appropriate behaviour and hard work;
- In the first instance speak to the class teacher if there is a concern, if parents then feel this hasn’t been dealt with appropriately to then speak to a member of the SLT;
- Encourage their child/ren to take responsibility for their own behaviour;
- Sign and adhere to the Home-School Agreement.

Akiva’s Golden Rules
All children in the school should adhere to Akiva’s Golden Rules (Appendices 1a & 1b). Akiva’s Golden Rules are on display in all classrooms and in shared areas in the school. They are also discussed in assembly at the start of each term.

Positive Rewards
We adopt a positive approach at Akiva. The following rewards are used to encourage and promote positive behaviour:
- Special Mention certificates are awarded each week to children in class. These may be for work or to reinforce positive behaviour. Children who receive a Special Mention sit on benches at the front of Kabbalat Shabbat Assembly and help to lead the prayers. They also have their name and the reason for the Special Mention shown on the screen in the office for the week after receiving the Special Mention.
- Each class has Dojo points. Children can earn these for good behaviour both inside and outside the classroom. Dojos are rewarded in units of ones and where possible to link with the Golden Rules and Habits of Mind (Appendix 2). Each Key Stage determines their own system of Dojo rewards that is reviewed annually.
- Each class has a marble jar – marbles are given as whole class rewards and once the jar has the target number of marbles then the whole class is rewarded with a treat.
- The Headteacher and Deputy Headteachers actively encourage staff members to send children to them for outstanding achievement in work or behaviour - they will receive a Silver Headteacher sticker or a Deputy Headteacher sticker.
What is Inappropriate Behaviour?
Inappropriate behaviour is defined as breaking Akiva’s Golden Rules in the school; on the playground or on school trips. We aim to deal with inappropriate behaviour immediately, by the adult present at the time and in the setting where the behaviour occurs. We recognise there are differing levels of inappropriate behaviour ranging from minor transgressions to very serious incidents. We have categorised them as:
- Minor incident i.e. calling out in class;
- Repeated minor incidents;
- Serious incidents i.e. rudeness to peers and adults;
- Repeated serious incidents;
- Very serious incidents i.e. incidents involving deliberate unwelcome physical contact towards people or property, offensive verbal abuse, racial, sexual or homophobic abuse;
- Repeated very serious incidents.

Sanctions
When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Sanctions can include:
- A verbal reprimand;
- Loss of class marbles (class consequence);
- Repeating unsatisfactory work until it meets the required standard (this may be done at lunchtime);
- Confiscation of inappropriate property which can then be collected at an agreed time;
- Time out in class;
- Reflection time in another class - completing reflective incident forms (Appendix 3 or 4);
- The setting of written tasks as punishments including writing apologies;
- Loss of privileges;
- Missing a part of lunch time;
- Regular reporting to a named staff member;
- Internal exclusion (when a pupil is excluded from their class or in certain cases the rest of the school and must work away from their class for a fixed amount of time e.g. in a different classroom);
- In more extreme cases the school may use temporary or permanent exclusion from school.

The sequence in the majority of cases will be:
1) Warning and reminder of expected behaviour, for minor incidents there may be two warnings.. The staff member should tell the child what he/she is doing wrong;
2) If the whole class is misbehaving then a marble (or several marbles) can be taken out of the class jar;
3) Time out in class or in an appropriate place in the playground;
4) Reflection time - time out in another class. Children will be asked to complete a reflection sheet (appendix 3 or 4);
5) Loss of part of lunch time;
6) Sent to SENCO or a Deputy Headteacher if behaviour is repeated once returned from Reflection time. An incident log form needs to be completed once a child has been referred to a member of the SLT (Appendix 5)
7) Sent to Headteacher if poor behaviour continues.

Behaviour Triggers where children are immediately sent to Headteacher, Deputy Headteacher or SENCO:
- physical violence or threatening behaviour;
- swearing intentionally to cause offence;
- racist or homophobic remarks (these are recorded separately and reported to Governors);
- repeated disobedience or refusal to cooperate;
- continued inappropriate behaviour after returning from Reflection Time.
Further Sanctions
When all reasonable strategies have been attempted and have failed (including internal sanctions and/or internal exclusion and the application of any available support), exclusion is the next option and last resort for the school.

- Fixed Term Exclusion – the decision to exclude externally for a fixed period is made by the Headteacher, or in the Head’s absence by the Deputy Headteacher in consultation with the Head. The Headteacher will set the duration of the exclusion and will follow statutory procedures e.g. informing parents and governors.
- Permanent External Exclusion – The Headteacher and Governing Body will follow strict statutory guidelines.

When is contact made with parents
The class teacher is responsible for letting parents know if there are repeated minor incidents or their child has had a time out in another class.
The class teacher is responsible for telling parents if their child has been significantly hurt by another child, but they are not able to let the parents know the name of the perpetrator.
The SENCO, Deputy Headteacher or Headteacher are responsible for calling the parent when a child has been sent to them.

Bullying
Bullying will not be tolerated. See Anti-bullying policy.

Racist Incidents
Racism will not be tolerated in any form. Incidents will be recorded by the Headteacher to be reported to Governors.

Homophobic Incidents
Homophobia will not be tolerated in any form. Incidents will be recorded by the Headteacher to be reported to Governors.

Equal Opportunities
We believe in equal opportunities for all children and adults. Every member of the school community can expect to work or learn without experiencing hurtful or inappropriate behaviour. All members of the school community can expect support from school policies and procedures to ensure that the school remains a safe environment in which to teach and learn. See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs
Pupils with emotional and behavioural needs have clear targets for behaviour in their EHC Plans or in their individual Behaviour Plan. The SENCo will ensure that all staff, including meal time supervisors, will be aware of children with particular behavioural difficulties and the strategies in place to support them. If a child is giving cause for concern, the SENCo is approached and the difficulties of a particular child are discussed. Additional advice may be sought from outside professional agencies.

Restraint
In order to keep pupils and staff safe and to prevent injury, a number of Akiva personnel are trained in de-escalation and physical handling. See Restraint Policy.

Appendices:
- Appendix 1a – Akiva’s Golden Rule (short version)
- Appendix 1b – Akiva’s Golden Rules (full version)
- Appendix 2 – Habits of Mind
- Appendix 3 – Reflective Incident Form Key Stage 1
- Appendix 4 – Reflective Incident Form Key Stage 2
- Appendix 5 – Incident Log Form
Akiva's Golden Rules

We are gentle.

We are kind, caring and helpful.

We include each other.

We listen and respond respectfully.

We are honest.

We work hard.

We care for our school and everything in it.

We help to make the school a safe place.
Akiva’s Golden Rules

We are gentle. We don’t hurt others we have kind hands.

We are kind, caring and helpful. We don’t hurt anybody’s feelings. We speak politely to everyone and do not swear or use insults.

We include each other. We don’t leave others out. We don’t complain about who we are partnered with.

We listen and respond respectfully. We don’t interrupt. When involved in a learning activity, we must wait for our contribution.

We are honest. We don’t cover up the truth.

We work hard. We don’t waste our own or other people’s time.

We care for our school and everything in it. We don’t waste or damage things and we keep our school tidy.

We help to make the school a safe place. We don’t run in the school.
APPENDIX 2

HABITS OF MIND

Persisting

• If at first you don’t succeed, try and try again.
• Know how to begin something.
• Be comfortable with new challenges.
• Consider the steps that must be performed.
• To work out what data or information I need to accomplish the task.
• Have a method for analysing the problem.
• Sustain a problem solving process over time.

Striving for accuracy and precision

• Check something over again and again.
• Always do my best.
• Set high standards.
• Take pride in your work.
• Take time to check over your work.
• Check work matches success criteria exactly.
• Constantly check and find ways to improve.
• Continually reworking and editing something.
• Review rules, models and visions you are to follow.

Managing impulsivity

• Think before I act.
• Be patient.
• Develop a strategy for approaching a new problem.
• Gather information to make a careful decision.
• Understand an idea fully before making a judgement.
• Take the time to consider alternatives.
• Set goals, prioritise and keep plans on track.
• Be thoughtful and considered in my actions.

Searching for awe and wonderment

• Find the world awesome.
• Practise being excited!
• Be interested in everything and anything.
• Be intrigued with phenomena and beauty.
• Seek the mysterious.

Questioning and problem posing

• Question to help make sense of the world.
• Understand that questions vary in complexity, structure, and purpose.
• Have a strategy to search and find a solution.
• Pose problems.
• Ask questions to solve complex challenges.
• Play devil’s advocate.

Listening with understanding and empathy

• Devote my mental energy to another person.
• Invest myself in a partner’s idea/s.
• Understand what other people are saying.
• Know exactly the nature of a disagreement.
• Monitor my own thoughts while at the same time thinking about a partner’s words.
• Put myself in someone else’s shoes.

Gathering data through all senses

• Take in the environment through the senses: Touch, Observe, Listen, Feel, Taste, Smell.
• Use the senses to help remember important things.
• Move - to know a dance.
• Act - to know a role.
• Envision - to know a goal.

Create, imagining and innovating

• Try several alternatives, analysing differences for the most precise one.
• Strive to create something new and different.
• Enjoy new ways to solve problems.
• Be creative!
• Take risks and frequently push the boundaries.
• Be open to criticism.
• Refine your technique.
• Strive for greater fluency, elaboration, novelty, simplicity, craftsmanship, perfection, beauty, harmony, and balance.

Thinking Interdependently

• Share ideas.
• Listen to and empathise with each other.
• Build ideas collaboratively.
• Draw on each other’s individual strengths.
• Give up an idea to work with someone else’s.
• Show compassion.
• Lead from the front.
• Support group efforts.
**Metacognition**

- Develop a plan of action.
- Plan a strategy for producing what information is needed.
- Explain my steps to success.
- Be aware of my own steps and strategies during the act of problem solving.
- Keep checking how I am doing.
- Keep a plan in mind over a period of time.
- Reflect on and evaluate a plan upon its completion.

**Thinking Flexibly**

- Change my mind as I get new information.
- Use different ways to solve problems.
- Change my perspective and see things from another’s point of view.
- See the big picture but see the details.
- Start at the end point and work backwards.
- Use new approaches from different angles.
- Think from alternate points of view.
- Work within rules and guidelines and predict the results of breaking them.
- Take a bird’s-eye view and find themes and patterns.

**Applying Past Knowledge to New Situations**

- Draw upon previous learning and apply it in another situation.
- Make connections.
- See the relevance of new concepts with knowledge of the past.
- Apply concepts from one subject to another and from home to school.
- Build upon a body of knowledge rather than just accumulate information.
- Relate concepts to real life.

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**Thinking and communicating with clarity and precision**

- Provide enough information so that someone can clearly understand.
- Face one another, give eye contact and nod.
- Show understanding, comfort, trust.
- Check that your partner understands what you are saying.
- Use precise language; defining terms; and correct names, labels, and analogies.
- Strive to communicate accurately in written and oral form.

**Finding humour**

- Place greater value on having a sense of humour.
- Appreciate and understand others’ humour.
- Be verbally playful when interacting with others.
- Initiate humour when and where appropriate.
- Always look on the bright side of life.
- Use jokes kindly.
- Laugh at situations and yourself.

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**Taking responsible risks**

- Be different.
- Think of new ideas.
- Try something that you’re not completely confident with.
- Dare to fail.
- Go against the grain of common thinking.
- Follow your desire for venture or adventure.

**Remain open to continuous learning**

- Be confident and curious.
- Search for new and better ways to learn and improve.
- Always grow, learn, modify and improve myself.
- Seek feedback on my work.
- Value others’ ideas as much as my own.
- Seize all problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.
APPENDIX 3

Reflective Incident Form A

Pupil name:                           Class:                           Date:

Circle which of the Akiva Golden Rules you have broken:
- **We are gentle.**
  We don’t hurt others. We have kind hands.
- **We are kind and helpful.**
  We don’t hurt anybody’s feelings. We speak politely to everyone and do not swear or use insults.
- **We include each other.**
  We don’t leave others out. We don’t complain about who we are partnered with.
- **We listen and respond respectfully.**
  We don’t interrupt. When involved in a learning activity, we must wait for our contribution.
- **We are honest.**
  We don’t cover up the truth.
- **We work hard.**
  We don’t waste our own or other people’s time.
- **We care for our school and everything in it.**
  We don’t waste or damage things and we keep our school tidy.
- **We help to make the school a safe place.**
  We don’t run in the school.

How were you feeling when the incident happened?

- Sad
- Angry
- Worried
- Scared

A different feeling? ________________________________

How are you feeling now?

- Sad
- Angry
- Worried
- Scared
A different feeling? ________________________________
Do you need to apologise to anyone? If so, why?

__________________________________________________________

__________________________________________________________

__________________________________________________________

What will you do differently next time?

__________________________________________________________

__________________________________________________________

__________________________________________________________
APPENDIX 4

Reflective Incident Form B

Pupil name:  
Class:  
Date:

Circle which of the Akiva Golden Rules you have broken:

- **We are gentle.**
  We don’t hurt others. We have kind hands.
- **We are kind and helpful.**
  We don’t hurt anybody’s feelings. We speak politely to everyone and do not swear or use insults.
- **We include each other.**
  We don’t leave others out. We don’t complain about who we are partnered with.
- **We listen and respond respectfully.**
  We don’t interrupt. When involved in a learning activity, we must wait for our contribution.
- **We are honest.**
  We don’t cover up the truth.
- **We work hard.**
  We don’t waste our own or other people’s time.
- **We care for our school and everything in it.**
  We don’t waste or damage things and we keep our school tidy.
- **We help to make the school a safe place.**
  We don’t run in the school.

How were you feeling when the incident happened?

Sad  Angry  Worried  Scared

A different feeling? ________________________________

How are you feeling now?

Sad  Angry  Worried  Scared
A different feeling? ________________________________

1) Which of the Akiva Golden Rule/s did you break?

2) What happened before your behaviour let you down today?

3) How did your behaviour affect others?

4) Do you need to apologise to anyone? If so, who and why?

5) What could you have done differently?
## Incident Log Form

<table>
<thead>
<tr>
<th>Akiva Incident Log</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and class of pupil(s):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Type of Incident

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Bullying</th>
<th>Racist or Homophobic</th>
</tr>
</thead>
</table>

### Which of the Akiva Golden Rules were broken:

- **We are gentle.**
  - We don’t hurt others. We have kind hands.

- **We are kind and helpful.**
  - We don’t hurt anybody's feelings. We speak politely to everyone and do not swear or use insults.

- **We include each other.**
  - We don’t leave others out. We don’t complain about who we are partnered with.

- **We listen and respond respectfully.**
  - We don’t interrupt. When involved in a learning activity, we must wait for our contribution.

- **We are honest.**
  - We don’t cover up the truth.

- **We work hard.**
  - We don’t waste our own or other people’s time.

- **We care for our school and everything in it.**
  - We don’t waste or damage things and we keep our school tidy.

- **We help to make the school a safe place.**
  - We don’t run in the school.

### Full account of the incident:

Include accounts of any children involved and any witnesses.

### Consequence:

This should be in line with the Akiva Behaviour Policy

### Have parents been informed?

### Other relevant Information: