

# Yesodey Hatorah Senior Girls School



## Behaviour and Discipline Policy

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## The School Behaviour Policy Statement:

- The purpose of this policy is to provide an overview of the powers and duties for school staff.
- It sets out our practice for managing behaviour in school
- Headteachers and Governing Bodies are required to have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy should be supported and backed-up by senior staff and the Menaheles/Headteacher.
- Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

The Behaviour policy is closely linked to our PSHE / RSE policy and the ethos of our school. In particular a key aim of our Behaviour policy is to foster a school wide culture of respect. Discipline will be applied towards enforcing expectations or as part of supporting students to rebuild and sustain standards. In particular the school will emphasize:

- The importance of respectful interactions at all times with other students, even when they are very different from them (for example, physically, in character, personality or backgrounds)
- A zero tolerance for behaviours to others that constitute SVSH
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and self-discipline, and how this links to a positive school environment.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- That rules and expectations are an integral part of a successful society. The Torah expects high standards of respect and compliance to parental and educational authority. These behaviours develop and transfer to respect for civic and Divine authority.
- That every child has a right to learn but no child has the right to disrupt the learning of others.
- That every child has a sense of personal responsibility for their own actions.
- That every child understands that they have the right to feel safe, valued and respected.

This written Behaviour Policy Statement is reviewed and approved by the full governing body every 2 years.

## Legal Framework – What the law says:

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.

- The power to discipline also applies to all paid staff (unless the headteacher states otherwise) with responsibility for students, such as teaching assistants.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

## Maintained schools

- The headteacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect
  - prevent bullying
  - ensure that students complete assigned work
- and which
  - regulate the conduct of students.<sup>1</sup>
- When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching students
  - the power to use reasonable force and other physical contact
  - the power to discipline beyond the school gate
  - when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
- The headteacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.
- The headteacher must publicise the school behaviour policy, in writing, to staff, parents<sup>2</sup> and students at least once a year.
- The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website, the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

## Menacheles/Headteacher Responsibilities

It is the responsibility of the Menacheles/Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to the governing body, when requested, on the effectiveness of the policy. It is also the responsibility of the Menacheles/Headteacher to ensure the health, safety and welfare of all students in the school.

The Menacheles/Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Menacheles/Headteacher keeps records of all reported serious incidents of misbehaviour.

The Menacheles/Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a student. The proprietorial body must be notified prior to any permanent exclusion, or a fixed-term suspension exceeding five days in one term.

## Parents Responsibilities

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the welcome pack letters sent to all parents at the start of each educational year, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a student, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Menacheles/Headteacher. If these discussions cannot resolve the problem, the complaints procedure can be implemented.

## Governing Body Responsibilities

- The proprietorial body has the responsibility to ensure that the Menacheles/Headteacher establishes suitable standards of discipline and behaviour and is provided with the resources to implement them. The body will also ask the Menacheles/Headteacher to report on the effectiveness of this policy.
- The Menacheles/Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the proprietorial body reserves the right to offer oversight about particular disciplinary issues. The Menacheles/Headteacher should take this into account when making decisions about matters of behaviour.
- The Governing Body reviews this policy to ensure it reflects statutory guidance, safeguarding priorities and emerging risks, including online behaviour.

## Designated Safeguarding Lead, SENCO and Pastoral Lead

Pastoral Leads, SENCO and Designated Safeguarding Leads will undertake appropriate training to spot signs of distress and poor mental health.

They will support staff and are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.

Where further support is needed, they will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where students already have education, pastoral support or multiagency plans, these should be updated.

## Senior Leadership Responsibilities

Senior leaders ensure that behaviour expectations, rewards and sanctions are communicated clearly and consistently, including through visual reminders where appropriate (power points). They should:

- Ensure absolute clarity about the expected standard of students' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and students.
- All staff and students know the rules. Staff informed at staff meetings. Form teachers tell students, and remind students regularly of the rewards and sanctions.
- Have a system in place for ensuring that students never miss out on sanctions or rewards.
- Model the behaviour you want to see from your staff.
- Visit the lunch hall and playground, and be around at the beginning and the end of the school

day.

- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that students come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.
- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
- Praise good behaviour in students
- Celebrate successes.
- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of students.
- Have clear plans for students with SEN and behavioural challenges who are likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for students with behavioural difficulties.
- Build positive relationships with the parents of students with behaviour difficulties.

## Teaching Staff Responsibilities

- The class teacher discusses the school rules with each class. It is the responsibility of the class teacher to ensure that school rules are enforced in their classroom, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the students in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all students in his classroom with respect and understanding.
- If a student misbehaves repeatedly in class, the class teacher in the first instance deals with the incident herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Menacheles/Headteacher.
- If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class.
- The class teacher liaises with others, as necessary, to support and guide the progress of each student. The class teacher may, for example, discuss the needs of a student with other experienced teachers, educators, and/or advisors.

The class teacher reports to parents about the progress of each student in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a student. Give feedback to parents about their student's behaviour - let them know about the good days as well as the bad ones.

## Classroom Management

See Appendix B – Code of Conduct for Lessons

Teachers should ensure that they:

- Meet and greet students when they come into the classroom.
- Display rules in the class - and ensure that the students and other staff know what they are.
- Students will show respect to all staff members as well as respecting the learning environment in the classroom,
- Students will treat their friends with respect, dignity and sensitivity.

- Students will arrive and be prepared punctually for all learning and davening sessions (i.e. drinks, eating, toilet, materials needed, etc. should take place during breaks, not during lessons).
- Classrooms will be kept tidy and orderly throughout the day (lessons should not begin or end until the room looks respectable)
- Follow the school behaviour policy including rewards and sanctions.
- Know the names of students.
- Have a plan for students who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand students' special needs.
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise students doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach students the class routines.

## Discipline in schools – teachers' powers

### Key Points for Teachers:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

## Behaviour Definitions

### Positive (Merit Worthy) Behaviour:

- Good performance in oral or written work
- Good participation
- Helpfulness towards a member of the class or staff member

### Exceptional positive behaviour:

- Outstanding or individual efforts towards classroom tidiness
- Exemplary **מדות בין אדם לחבירו**.
- Significant improvement in behaviour or work
- Exceptional helpfulness towards a member of the class/staff
- Enthusiastic participation in class such as an insightful question or contribution

## Misbehaviour examples:

- Disruption in lessons by talking, standing up, motioning
- Failing to speak with Derech Eretz to a staff member
- Non-completion of classwork or homework
- Late, unready for lesson
- Leaving mess around desk
- Request to use bathroom shortly after break
- Noncompliance with dress code or other school rules
- Unsigned homework diary
- Poor attitude

## Serious misbehaviour is defined as:

Serious misbehaviour may include deliberate attempts to bypass school filtering or monitoring systems, or engaging in online intimidation, extortion or threats.

- Chutzpah to a staff member or visitor
- Bullying, discriminatory or otherwise harassing behaviours or comments to student whether in or out of school. This includes Peer on Peer/Child-on-Child abuse and SVSH; sharing of computer-generated images that otherwise appear to be a photograph or video; sharing of unwanted explicit content
- Repeated or exceptional poor behaviour
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items such as knives or weapons, alcohol, illegal drugs, stolen items, mobile phones, tobacco and cigarettes papers, e-cigarettes or vapes, fireworks, explicit images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

## Punishing poor behaviour

What the law allows:

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the menaheles/headteacher
- The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the

circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The menacheles/headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances. Isolation or seclusion in a locked room will usually be illegal too.

Teachers should consider whether the poor behaviour gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. It is very important such concerns are shared with the Designated Safeguarding Lead so that school should consider whether a multi-agency assessment is necessary.

## Rewards and Sanctions

Schools should have in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student. Refer to Appendix A – YHS Behavioural System

### Rewards

It is very important that teachers administer rewards fairly and consistently. Merits should be given for:

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

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

### Sanctions

Sanctions are intended to be restorative and educational wherever possible, supporting reflection, reconciliation and positive behaviour change rather than punishment alone.

Our objective is to create a tiered structure which supports our teachers in developing a culture of learning and personal growth throughout the school, both inside and outside the classroom, so that each student can reach his maximum potential. To achieve this, we all need to work together to

promote a clear, well understood system that avoids heavy consequences (e.g. excessive line writing and detentions) and focuses on positive reinforcement of good behaviour while addressing misbehaviour in a thoughtful, effective manner.

Refer to Appendix A – YHS Behavioural System

Where a student’s conduct falls below the standard reasonably expected, the staff hierarchy of subject teacher, form teacher, deputy Headteacher and Headteacher should be used. This means that the teacher witnessing the offence must take the initial action. Should this behaviour be repeated, she should inform the form teacher who will be responsible to deal with the student.

The following is not an exhaustive list. Refer to SIMS for full list. The subject teacher should record all demerits on **SIMS**.

	<b>Consequences</b>
Failure to bring equipment	Demerit on SIMS
Misbehaviour/Disruption	following procedure explained in Appendix A
Eating beyond the dining hall	sending student to hall with their food
Overdue library books (per book)	Demerit on SIMS
Damaged library books (per book)	Demerit on SIMS
Breach of uniform	warning, where possible confiscating
Prohibited items	confiscating and handing into secretary (returned at end of term)
Chutzpah/serious	Time out
Time out	reporting to form teacher/SLT and following procedure in Appendix A
Refusing to go to time out	Failed time out - considered 2 time-outs
Failing to turn up to detention	Sunday detention
Failing to turn up to detention on Sunday	Suspension at the Headteacher’s discretion
Internal truancy	reporting to Headteacher/ call parent
Bullying/Theft	reporting to Headteacher
Missing Mincha	After-school detention; sent home if 2 <sup>nd</sup> offence
3 demerits	Lunchtime detention

### ***Behaviour outside the classroom***

The same graduated and restorative approach to behaviour management applies during breaks, transitions, lunchtime and off-site activities.

Refer to Appendix C – Code of Conduct Around the School

## **Students’ conduct outside the school gates – teachers’ powers**

### **What the law allows:**

1. Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”
2. Subject to the behaviour policy, teachers may discipline students for:
  - misbehaviour when the student is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a student at the school.

- or misbehaviour **at any time** even outside of school hours and premises, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Please note that a risk assessment is carried out by school before any organised school-related activity for individual students on our Medical Needs Register.

See Appendix D – Consent Forms

## Peer on Peer/ Child on Child Abuse or SVSH

Where incidents fall below a criminal threshold, the school may consider Early Help interventions, enhanced pastoral support or short-term protective measures. Refer to Child Protection and Safeguarding policy for more details on responses and prevention.

## Unsubstantiated, unfounded, false or malicious allegations

If a report against another student or staff member, is shown to be deliberately invented or malicious, the headteacher, will carefully assess and investigate the matter. The student making the allegation will be assessed to see if this is a 'cry for help' that requires professional counselling and support. Either way, it will also be dealt with as a serious misbehaviour incident and be subject to disciplinary action according to the sanctions listed (including possible temporary exclusion). In either case the staff member or student who is the subject of the false allegation will be given internal pastoral/mentor support. If necessary, external support will be drawn in.

## Involvement of outside agencies

The school will seek support, when appropriate, from external professional agencies such as the Educational Psychology Service, Behaviour Support Team, Education Welfare Service, Child Mental Health Service and Children and Family Clinics, to address the behavioural needs of students.

## Detention

### What the law allows:

1. Teachers have a power to issue detention to students (aged under 18).
2. Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
3. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - (a) any school day where the student does not have permission to be absent
  - (b) weekends - except the weekend preceding or following the half term break; and
  - (c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'
4. The headteacher can decide which members of staff can put students in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

## Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

## Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

## Time-out room

In exceptional circumstances, at the discretion of the Menahel/Headteacher, highly disruptive students may be placed in an area away from other students for a limited period. This measure will only be used in exceptional circumstances such as awaiting parents to pick the child up or for a time-out period. Parents will be informed. A member of staff will supervise the child either continually or intermittently depending on the age and emotional state of the student. If appropriate, the student will be set a task to complete. Students will be given time to eat or use the toilet at similar intervals to the rest of the school.

## Alternative Provisions

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's SENCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

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

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

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

## Exclusions

Suspensions may apply to part of the school day and are recorded accordingly.

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

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

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

## Tutorials

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

## Anti-Bullying Policy

### Our aim:

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school actively promotes bullying prevention through education, staff vigilance, pupil voice and partnership with parents, rooted in respect, kindness and responsibility.

Senior leaders will review bullying incidents and trends to monitor effectiveness and inform preventative strategies. The school aims to address all issues of bullying that occur at school so that students can fully benefit from the opportunities available at our school.

### What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied/neglected to defend themselves. The main types of bullying are:

- Emotional
- Physical
- Gender orientated
- Neglect
- Prejudice-based and discriminatory
- Direct or indirect verbal
- Cyber-bullying

The school understands that bullying can occur in many different forms such but not limited to name calling, touching, using another person's property, intimidation, humiliation, isolation and cyber-bullying. This includes any activity that relates to a student at school but can also take place out of school hours.

## Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

YHS recognises that AI has the potential to be used to bully others. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

YHS will treat any use of AI to bully students in line with school behaviour and anti-bullying policies.

### **How to recognise bullying?**

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. They may show physical symptoms such as stammering or have unexplained bruises or cuts. Students must be encouraged to report bullying in schools.

The teaching and ancillary staff, including parents, must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

Head teachers have a legal duty under the Education and Inspection Act 2006 to have measures to encourage good behaviour and prevent all forms of bullying amongst students. The School Standards and Framework Act 1998 ensures that procedures are in place to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

## **IMPLEMENTATION**

### **School**

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be reported to a member of staff – your form tutor or one of the SLT.
- The deputy headteacher will interview all concerned and will record the incident
- Form tutors will be kept informed.
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- Where there are serious concerns with regard to bullying this will be referred to the appropriate agency or even the police if necessary.

### **Students**

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Confiscation of inappropriate items**

### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from students:

- The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully<sup>8</sup>. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- **Power to search without consent** for “prohibited items”<sup>9</sup> or any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme child inappropriate imagery must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

## **Use of Restrictive Interventions (Including Reasonable Force and Seclusion)**

### **Our Approach and Legal Framework**

At Yesodey Hatorah Senior Girls School, we use restrictive interventions, including reasonable force and seclusion, only when necessary to keep people safe. They are always a last resort, once all other prevention and de-escalation strategies have been exhausted.

This section meets the requirements of Section 93 of the Education and Inspections Act 2006, the Equality Act 2010, Keeping Children Safe in Education, and The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

### **Key Definitions**

**Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. Examples include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger, or staff standing between pupils to prevent a fight

**Reasonable force** refers to actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time. Examples include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil or others

**Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. Examples include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others

**Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat, punishment, or disciplinary response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place (such as the pastoral office or a designated quiet room)
- The pupil will be supervised at all times by at least one member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil.

### **Appropriate Physical Contact with Pupils**

Our school does not have a 'no contact' policy. There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute restrictive intervention, including:

- Providing first aid
- Guiding or escorting a pupil by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- Demonstrating how to use a musical instrument or exercises during PE lessons

Staff should use their professional judgement and have regard to our child protection and safeguarding policy, the specific circumstances, and factors including the pupil's age and any known vulnerabilities.

### **When Staff May Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Staff must use their judgement to apply only sufficient force or physical intervention as is absolutely necessary to bring a dangerous situation under control.

The Headteacher and any member of staff authorised by the Headteacher may use reasonable force when conducting a search for prohibited items (knives, weapons, alcohol, illegal drugs, stolen items).

Force *cannot* be used to search for items that are banned under school rules only.

### **When Force Must NOT Be Used**

Force must never be used as a punishment or in a way that compromises breathing or circulation.

The following uses of force are *never acceptable*:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

## De-escalation: The Five Step Model

When faced with a situation where restrictive intervention may be needed, staff should use de-escalation techniques first, wherever possible. Staff should use the De-escalation skills - Five Step Model:

1. **A simple request** asking the pupil to comply
2. **Reasoned appeal:** your behaviour is disrupting the class, upsetting other pupils
3. **Personal appeal:** could end up in detention, contact parents, loss of privileges
4. **Final appeal:** is there anything that I can do to prevent you doing what you are doing?
5. **Action:** ASK FOR SOME ASSISTANCE - may include use of reasonable force

Additional techniques include: having open body language, taking a pupil away from an 'audience', using empathy, distraction techniques, offering a calm space, and verbal warnings.

## Making the Decision to Use Restrictive Interventions

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances.

Staff should always consider whether there are other ways to manage the situation, such as de-escalation techniques and/or seeking assistance from a colleague.

When assessing whether a restrictive intervention is required, staff must consider:

*Is it necessary?*

- Are there other more effective, less restrictive ways to manage the situation?

*Is it proportionate?*

- Staff must use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
- Staff must consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Staff should always aim to maintain respect for a pupil's dignity, clearly communicate to the pupil what is happening and why, and seek to understand how the pupil is feeling.

## Support Following an Incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident and ensure each pupil and staff member involved gets appropriate support, including medical assessment if needed, and an opportunity to reflect on and talk through the incident. Staff training on preventative strategies and safe use of restrictive interventions is provided where needed.

## Recording and Reporting - Legal Requirements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

## Recording Incidents

All incidents involving physical restraint or use of reasonable force (RPI) by a member of staff must be self-reported by writing up a statement explaining the circumstances, action taken, names of those involved, location, date and time. This must be given to the Menahel/Headteacher or Designated Safeguarding Lead as soon as possible, and endeavoured to be completed on the same day. This record will be logged in the physical restraint incident book.

Staff must do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For **significant incidents involving force**, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
  - What led up to the incident
  - Any known or potential triggers for the behaviour
  - Any preventative or de-escalation strategies used
  - The type and degree of reasonable force used
  - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

For **seclusion incidents and restraint incidents**, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

**Note:** If a seclusion or restraint incident also constitutes a significant incident involving force, it will be recorded once using the procedure for significant incidents involving force.

Any injuries that occur as part of an incident involving restrictive intervention must be recorded, and our health and safety policy must be followed to ensure these are reported to the Health and Safety Executive where necessary.

Completed reports will be kept securely and retained in line with our data protection procedures.

### **Reporting Incidents to Parents/Carers**

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

The Designated Safeguarding Lead (or in their absence, a member of the Senior Leadership Team) will contact the parent/carer by telephone, followed up in writing via email or letter.

**Exception:** If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

When we report significant incidents involving force to parents/carers, we will include:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report seclusion incidents and restraint incidents to parents/carers, we will provide parents/carers with a copy of our written record of the incident.

When reporting to parents/carers, we will have regard to data protection requirements. For example, we will not include any identifying details of any other pupil.

Where appropriate, we will invite parents/carers to have a follow-up discussion about the incident.

## **Reporting Incidents to the Local Authority**

In cases where we have assessed that an incident needs to be reported to the local authority (as outlined above), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers).

## **Monitoring**

The Headteacher monitors incidents involving restrictive interventions and reviews incidents regularly to refine and improve processes. The Governing Body reviews data on the use of restrictive interventions as part of their safeguarding oversight.

## **Complaints and Allegations**

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **SEND or Vulnerable Students**

Behaviour, attendance and safeguarding information for students with social workers or child protection plans is reviewed termly by the Designated Safeguarding Lead to identify patterns and ensure appropriate support.

Pastoral Leads, Form Teachers, SENCo and DSLs will undertake appropriate training to spot signs of distress and poor mental health. They will support staff and are able to identify where changes in behaviour (e.g. being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue. Yesodey Hatorah Senior Girls School is also aware of the need for Year 6 students to successfully integrate into High School as smoothly as possible.

We will carry out risk assessments for pupils with SEND where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. We are aware of our duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities.

We will work with pupils, their parents/carers and other professionals to develop prevention and de-escalation strategies, which might include:

- removing stimuli causing distress
- staff changing how they communicate with the pupil
- helping the pupil express their emotions before getting overwhelmed
- engaging the pupil in activities to help them regulate emotions
- distracting the pupil with familiar objects or activities

Where appropriate, we will create individual behaviour support plans for pupils with SEND, which will be reviewed regularly and following any significant incident.

Staff who may be given duty of care to manage pupils who may have an increased likelihood for the need to use physical intervention will have a risk assessment carried out, will be appropriately trained, and an individual behaviour plan (IBP) will be drawn up.

Pastoral Leads or the SENCo may contact a parent if there are concerns about the behaviour or welfare of a student.

Where further support is needed, they will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular point to review. Refer to Mental Health & Wellbeing and SEND policies. Please also refer to Appendix E – Pastoral Concern Pathway. Where students already have education, pastoral support or multiagency plans, these should be updated.

The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

***In all circumstances where use of force might be applied, staff have a legal duty to make reasonable adjustments for disabled children and children with special educational needs and disabilities (SEND).***

If necessary, we shall keep a list of those students who are likely to create the need for Restrictive Physical Intervention - RPI. These students will have an individual behaviour plan/positive handling plan. They will also be the subject of a risk assessment.

As of this policy being updated, we do not have any children that this would be necessary for. Should we consider a child to be at possible risk for RPI then we will subject them to a risk assessment. Should a child be identified as at risk we would immediately expedite the process for staff training. We are subject to and adhere to the guidelines from the Government - "Use of reasonable force" July 2013<sup>1</sup>. This guidance has been cascaded to staff.

In an emergency situation, unplanned RPI may be used. Following this, however, it must be included in the student's behavioural plan, or a new one drawn up.

Students who have a social worker or are a Child in Need or under a Child Protection plan will have all their behaviour records (and attendance and academic records) reviewed at least once a term by the Designated Lead to assess trends as part of an overall review to ensure these children are supported to succeed in school. The DSL will collaborate and share with social workers and other relevant services to ensure the right services and support are in place.

Please note that before every outing, a risk assessment is carried out by school for individual students on our Medical Needs Register.

## Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in students. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

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<sup>1</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Legislative links

- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2014](#)
- [Education Act 2011](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

## Appendix A – YHS Behavioural System

GOOD BEHAVIOUR		
<b>WHAT? MERIT</b>	<b>GIVEN FOR:</b> Merits are given for good behavior, good work and good participation.	<b>REWARD</b> Tuck shop at the end of every term.
<b>BONUS MERITS</b>	Bonus Merits are awarded for: <ul style="list-style-type: none"> <li>• Monthly commendations</li> <li>• Excellent behaviour</li> <li>• Excellent attendance</li> </ul> There will be a Double Merit Week towards the end of every term.	
	Commendations/Excellent Behaviour  Attendance: (per term) <ul style="list-style-type: none"> <li>• Perfect Attendance (100%)</li> <li>• Expected Attendance (95% and above)</li> <li>• Improved to 90% or higher (from below 90%)</li> <li>• 1% Improvement (below 90% &amp; 90-95%)</li> </ul>	Bonus 10 merits  Bonus 15 merits Bonus 10 merits Bonus 5 merits Bonus 3 merits
<b>COMMENDATION</b>	Monthly commendations are given on Rosh Chodesh to a girl who has been chosen from a shortlist of class students who have had: <ul style="list-style-type: none"> <li>• No timeouts</li> <li>• No demerits</li> <li>• No unauthorised absences</li> <li>• No detentions</li> </ul>	All names will be put up on the Commendation Wall.  The nominated student will be awarded a certificate which will be sent home.

POOR BEHAVIOUR		
<b>SANCTION</b>	<b>GIVEN FOR:</b>	<b>CONSEQUENCE</b>
<b>DEMERIT</b>	<ul style="list-style-type: none"> <li>• Low level <u>misbehaviour</u></li> <li>• Disrespect</li> <li>• Lack of equipment</li> </ul>	At teacher's discretion if they want to escalate immediately to demerit following a warning. 1-2 demerits, depending on misbehavior. 5 demerits for Chutzpah. This will be passed on to a member of SLT. 3 demerits in one week will result in a detention following a conversation with the form teacher. Demerit detentions will take place on Tuesday at lunch time (12:35 - 12:50)
<b>TIMEOUT</b>	Poor behaviour in class  The system for timeout is: <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Demerit</li> <li>• Timeout</li> </ul>	At teacher's discretion if they want to escalate immediately to a timeout. At timeout, the student will be given a <u>timeout form</u> to fill in and will do detention work. This will be recorded on the student's record and report. Within every term: <ul style="list-style-type: none"> <li>• 2 timeouts - conversation with the form teacher. If it is with the same teacher, the girl will receive a report card with that teacher.</li> <li>• 3 timeouts - speak to a member of SLT and phone call home.</li> <li>• 4 timeouts - suspension for half day. Report card given for one week with every teacher.</li> </ul>
<b>DOUBLE TIMEOUT</b>	<ul style="list-style-type: none"> <li>• Failed timeout</li> <li>• Failure to attend lesson</li> <li>• Wrong place at wrong time</li> </ul>	Failed timeout/bunked lesson will result in a double timeout. Failed timeout recorded on report.

## SUMMARY OF CONSEQUENCES

Demerits per half term (Refreshed at half term)	Consequence	
3+ demerits per week	Lunchtime detention	
Up to 2 lunchtime detentions per half term		
2+ lunchtime demerit detentions	Sunday detention	
3+ demerit detentions	Half day suspension	
4+ demerit detentions	Full day suspension	
<b>DETENTION-TEMPORARY EXCLUSION</b>	Missing Shacharit davening  Missing Mincha	Missing shacharis, but in school on time – early morning detention next day Missing mincha first time – after-school detention Missing mincha more than once – sent home

## Appendix B – Code of Conduct for Lessons

Expectations	Description	Action
<b>1. Arrive at classroom on time</b>	<ul style="list-style-type: none"> <li>• First bell at the end of break means go to lesson for teachers and students.</li> <li>• Lesson 1, 4, 6 &amp; 8 – students to be outside classroom when bell rings.</li> <li>• Lesson 2, 3, 5, 7, 9 – first bell is end of lesson, 2<sup>nd</sup> bell 2 minutes later students to be outside classroom.</li> </ul>	Students arriving late to class to be sent to office for a late slip. (These will be monitored by secretaries and dealt with according to the Behaviour Monitoring System BMS)
<b>2. Line up outside the room</b>	<ul style="list-style-type: none"> <li>• Single file line, outside the classroom, quietly</li> </ul>	
<b>3. Greeting</b>	<ul style="list-style-type: none"> <li>• Teacher to stand at the door and greet each student as she enters the classroom</li> </ul>	
<b>4. Controlled entry</b>	<ul style="list-style-type: none"> <li>• Students should enter the room in silence and stand behind desks as directed</li> <li>• Whilst still standing, girls should be instructed what to have on their desk for the duration of the lesson.</li> </ul>	
<b>5. Start the lesson</b>	<ul style="list-style-type: none"> <li>• Students to remain silent as they stand behind their chairs.</li> <li>• Signal students to sit down.</li> <li>• Once students have entered they may not leave. (no late slips)</li> </ul>	
<b>6. Register</b>	<ul style="list-style-type: none"> <li>• Register should be taken at the very beginning of every lesson.</li> </ul>	A student who arrives <b>after the doors are closed should join the lesson with a late note.</b> Staff registers will be monitored.
<b>7. In class behaviour</b>	<ul style="list-style-type: none"> <li>• <b>Do not allow anyone out of your lesson except in an emergency</b> – students must not go to their lockers if they forget to bring something.</li> </ul> <p>Students should</p> <ul style="list-style-type: none"> <li>• Come fully equipped for each activity.</li> <li>• Stand when another adult enters the room</li> <li>• Follow instructions the first time they are given</li> <li>• Listen in silence when the teacher is speaking</li> <li>• Raise their hands if they wish to answer a question and wait for the teacher to ask them to speak.</li> <li>• Not leave their seats without permission</li> <li>• Not adjust the windows and furniture without the agreement of the teacher</li> <li>• Not bring food or drink into the classroom unless required in very hot weather. Drink bottles should be kept under the desks.</li> </ul>	Record on SIMS (and in teacher's own register) students who fail to bring equipment/resources and homework.  See appendix A if student disturbs a class
<b>8. Orderly dismissal</b>	<ul style="list-style-type: none"> <li>• Teachers should watch the clock give time to end the lesson.</li> <li>• Lessons must end 1 min before the bell to allow for formal dismissal.</li> <li>• Teacher signals students to pack up and tidy around desk.</li> <li>• Teachers log off computers.</li> <li>• Bell indicates that staff should tell students to stand behind their chairs. The bell is a signal for the teacher to dismiss the students. It is <b>not</b> a signal for students to start packing up.</li> <li>• Teacher does class dismissal (ideally at the door) and students leave the classroom quietly. Students must be dismissed on time.</li> </ul>	
<b>9. Homework</b>	<ul style="list-style-type: none"> <li>• If written homework is to be handed in, <b>take in</b> each student's work <b>yourself</b>, either by walking round the room or by standing</li> </ul>	Remember, it is the teacher's responsibility to follow up on homework and ensure it is

	<p>at the door and collecting work as they leave. In this way, you will know who has not brought the work. If anyone has excuses, see her alone at the end of the lesson or at another convenient time.</p> <ul style="list-style-type: none"> <li>• Leave sufficient time if homework is to be set that night. <b>Always</b> write the homework on the board. Do <b>not</b> dictate. Walk around and check that students are recording their homework accurately in their diaries (year 7 and 8 may need some guidance with this).</li> <li>• Provide handouts/instructions to be taken by the homework buddy for girls who are absent.</li> </ul>	<p>completed. Speak to the student and decide on whether to give her another opportunity or not. Homework that is not handed in after the 2<sup>nd</sup> request – student to be sent to detention to complete.</p>
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## Appendix C – Code of Conduct Around the School

Expectations	Description	Action
<b>1. Movement around the school</b>	<ul style="list-style-type: none"> <li>• Walk quietly around the building – no running</li> <li>• Keep to the right on corridors and staircases and allow teachers to pass</li> </ul>	All staff should remind students, who are seen breaching these rules, of the code of conduct.
<b>2. Lockers / Shared Spaces</b>	<ul style="list-style-type: none"> <li>• Lockers areas and dining area should be kept tidy at all times</li> <li>• Students should collect all materials needed before school, at break or during lunchtime. Lockers or dining room tables should not be returned to at any other time.</li> <li>• Students can only access lockers during break times and not between lessons</li> </ul>	All items not in their designated place will be removed from the corridors.
<b>3. Prohibited items</b>	The following are not allowed in school: <ul style="list-style-type: none"> <li>• Tippex</li> <li>• Designer clothing or items</li> <li>• Chewing gum</li> <li>• USBs (unless express permission is given by a subject teacher and use of the USB is supervised in school)</li> <li>• Cameras</li> <li>• Any non-school related reading material which has not come from the school's library.</li> <li>• Any items that can be harmful to others</li> <li>• Electronic devices – including but not limited to: iPod, mobile phones, internet devices, MP3 players</li> </ul>	If found these items will be confiscated immediately and may be returned at the end of term. Valuables should be kept in the school safe. Parents will be informed as it may be parent property. Searches may be made where there is evidence suggesting a student has a prohibited item on premises. Consent will be sought in advance however, if a student refuses to give consent and there is evidence suggesting that a student has a harmful item a search may be carried out even if consent is not given..
<b>4. School uniform &amp; tznius</b>	<ul style="list-style-type: none"> <li>• Navy and white gingham blouse (white shirts are permitted on Rosh Chodesh)</li> <li>• Navy pleated skirt (10cm/4in below the knee)</li> <li>• Navy school jumper</li> <li>• Navy or black school shoes – leather or leather-look</li> <li>• Stud earrings only</li> <li>• Hair longer than shoulder length should be tied back neatly</li> <li>• Pony tails no longer than 8"</li> <li>• Only plain hair accessories are permitted – no banana clips</li> <li>• Only the top button of a shirt may be open provided there is a 'tznius' button in place</li> </ul>	All staff should challenge students wearing inappropriate items of clothing or jewellery. Students should be required to remove these immediately. Where possible items may be confiscated to be collected from the school office by the end of term. Repeated offences of uniform should be reported to parents. Following this, students should be made to wait in lobby area until a replacement article has been received from home.

# Consent Form: School Trips & Activities

## Information

PUPIL 1	
NAME	
YEAR	

PUPIL 2	
NAME	
YEAR	

PUPIL 3	
NAME	
YEAR	

PARENT/CARER	
NAME	
RELATIONSHIP TO PUPIL	
ADDRESS	
PHONE	
MOBILE	
EMAIL	

**The information in this form will be used throughout your child’s time at school. You may withdraw your consent at any time by contacting the school.**

Please indicate whether you have given your consent in each case by ticking the following boxes on the right-hand side; and sign and date the form below.

## On-site Activities

I give my permission for:

My daughter to view video clips which have been authorised by SLT	
My daughter to take part in activities arranged by the school which may involve preparing food, merit awards, inflatables etc.	

Please outline any food allergies/specific dietary requirements:

.....

.....

***If your child's circumstances change (e.g. relating to medical conditions/allergies), you must inform the school.***

## School Trips and other Off-Site activities

Trips and activities covered by this consent include: trips (including residential), adventure activities and educational visits. The school will send you information about each trip or activity before it takes place. Short local visits as part of their curriculum may take place during the school day without prior notice.

I give my permission for:

My daughter to take part in school trips and other activities that take place off school premises	
My daughter to take part in activities arranged by the school which may involve working with food	

**Please note: If you fail to disclose any pre-existing medical conditions or aspects that may affect the Health & Safety of your child, the school will not be held responsible for any incident resulting from withholding information. Please also note that a Risk Assessment is carried out by School for individual pupils on our Medical Needs Register.**

***Please sign and date the form before returning it to the school office.***

**Signed:** .....

**Date:**.....

# Consent Form: Medical

I give my permission for:

My daughter to be given first aid by a trained member of staff during any on-site or off-site activity	
My daughter to receive urgent dental, medical or surgical treatment, including anaesthetics, as may be considered necessary by the medical authorities present, during any on-site or off-site activity	
My daughter to be administered paracetamol	
Plasters & Burn gel to be applied to my daughter	
My daughter to use anti-bacterial hand gel	
My daughter to be assisted in applying sunscreen if necessary	
My daughter to self-administer prescription medication	
A trained member of Admin staff to administer prescription medication	

Please outline any medical conditions/allergies of your daughter:

.....  
 .....  
 .....  
 .....

***If your child's circumstances change (e.g. relating to medical conditions/allergies), you must inform the school.***

**Please note: If you fail to disclose any pre-existing medical conditions or aspects that may affect the Health & Safety of your child, the school will not be held responsible for any incident resulting from withholding information. Please also note that a Risk Assessment is carried out by School for individual pupils on our Medical Needs Register.**

## Emergency release

I give my consent for my child to be released to the following person(s) in the event of emergency or illness, if I cannot be contacted:

PERSON 1	
NAME	
ADDRESS	
RELATIONSHIP TO PUPIL	
CONTACT NUMBER	

PERSON 2	
NAME	
ADDRESS	
RELATIONSHIP TO PUPIL	
CONTACT NUMBER	

*Please ensure that any individuals whose details you put down here are aware you have done so. Additionally, make them aware of our privacy notice for personal data (contact the school office if you cannot find a copy).*

**The information in this form will be used throughout your child's time at school. You may withdraw your consent at any time by contacting the school.**

**Please sign and date the form before returning it to the school office.**

**Signed:** .....

**Date:**.....

# UK GDPR Consent

## Taking and Using Photographs /Videos

I give my permission for:

The school to take photographs of my child during a school activity, either on- or off-site. The school will be able to provide alternative arrangements for when a camera will be used. For example, school educational trips, school show, some lessons.	
The school to use photos of my child for internal use such as wall displays, newsletters and year books. The school is able to provide alternative arrangements for when a camera will be used	
The school to take videos of my child during a school activity, either on- or off-site. The school is able to provide alternative arrangements for when a camera will be used. For example, school educational trips, school show, some lessons.	
The school to use videos of my child for internal use such as presentations.	

## Use of Personal Data / Youth Support Services Agreement

Once our pupils reach the age of 13, we are asked to pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19-year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers
- post-16 education and training providers

We are obliged by law to share certain information. The information we are required to share is limited to your name(s) and address and the pupil's name, address and date of birth.

However, where a parent or guardian provides consent, other information relevant to the provision of youth support services will be shared if requested by our local authority and / or provider of youth support services in our area.

Please indicate below whether you consent to the School providing all information requested, or whether the information should be limited to that which is legally required.

I give my permission for:

The school to provide <b>additional</b> information as requested by Youth Support Services <b>not</b> limited to legal requirements only.	
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The school does not share any personal data with third party organisations unless we are legally required to do so.

## Communication

I give my permission for the school to contact me via: *(Please tick where appropriate)*

Phone	
Text message	
Email	

*The information in this form will be used throughout your child's time at school. You may withdraw your consent at any time by contacting the school.*

***Please sign and date the form before returning it to the school office.***

**Signed:** .....

**Date:**.....

<p align="center"><b>HAVE YOU SIGNED &amp; DATED ALL 3 CONSENT FORMS INDIVIDUALLY!</b></p>
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## Appendix E – Pastoral Concern Pathway

