

## BEHAVIOUR POLICY

***“LET OTHER PEOPLE’S DIGNITY BE AS PRECIOUS TO YOU AS YOUR OWN”  
PIRKE AVOT 2:15***

### **ETHOS OF THE CHEDER**

As a school founded in Jewish ethics, the ethos of The Wimbledon Synagogue’s Cheder is to treat one another - staff, parents and pupils - as created *b’tselem elohim*, in the image of God. We strive to create a positive atmosphere in which pupils are enthusiastically engaged in their learning.

### **AIMS OF THE POLICY**

The Cheder aims to create a positive and safe environment for all children to learn, explore their Judaism and express their opinions. We believe our pupils will develop to their fullest potential if they can be enthusiastically engaged in their learning without the distraction of disruptive behaviour.

Misbehaviour not only undermines a teacher’s ability to engage the class but also negatively impacts the experience of the other pupils at Cheder. Clearly defined standards of behaviour should be understood and modelled by all members of the Cheder community, including staff and parents.

We expect all our students to conduct themselves in a respectful manner whilst at Cheder, including showing respect for both peers and adults. The behaviour policy helps to ensure that these expectations are met and maintained.

Our principles for achieving these aims are:

1. That all members of the Cheder including students, parents and staff should treat each other with respect.
2. That students should be empowered to help define the boundaries of acceptable behaviour. At the start of each term, teachers should work with students to develop a class brit, or covenant, that sets class rules promoting positive behaviour.
3. That all members of the Cheder should understand the boundaries of acceptable behaviour and the rewards and sanctions relating to them. Teachers should strive to be consistent in their response to both positive and negative behaviour.

### **EVERYONE within the Cheder is expected to:**

- Act in a respectful and supportive way towards one another.
- Adhere to and to promote the objectives of this policy.

### **PARENTS can help by:**

- Supporting our behaviour policies and ensuring their children understand and adhere to them.
- Encouraging their children to be positive members of the school community.

This overarching behaviour policy supports and complements other relevant policies, such as the Cheder Anti-Bullying policy which can be found here.

## REWARDS AND SANCTIONS

### Rewards

At the Cheder, it is important that all students feel that they have a sense of worth within the community and that teachers and assistants ensure that the use of praise and rewards ensure a positive influence within the classroom.

Students should always be thanked for their positive contributions and exceptional behaviour and positive contributions should be acknowledged.

Class teachers are empowered to design their own system of rewards in their class. In conjunction with the Head Teacher, special awards may also be given to students at various times of year as deemed appropriate and relevant.

### Sanctions

Disruptive Behaviour (such as inappropriate chattering, shouting out, snatching, throwing items, disrespectful body language/gestures, unnecessary movement around the room that is distracting, using frequent visits to the toilet as an excuse to leave the classroom, using mobile phones in class):

- I. **1st occurrence:**
  - Warnings from the class teacher.
- II. **2nd occurrence**
  - Individual verbal warning by the teacher outside the classroom and possible time out. Parents notified by teacher verbally or by email.
- III. **3rd and further occurrences**
  - Verbal warning and record of behaviour by Head Teacher. Parents notified by teacher and Head Teacher in writing.
- IV. **Further occurrence**
  - Parents invited to a strategy meeting where further sanctions will be agreed upon. Sanctions can include requiring a parent to be present during class, the student required to work apart from the group with an assistant, one-on-one tutoring during Cheder hours.
  - Strategy meetings with parents should provide an opportunity to develop individual behaviour contracts and to discuss further sanctions for unacceptable behaviour.
  - Further sanctions may include home-based sanctions to be enforced by parents and future school and home-based rewards for good behaviour.
- V. **Serious Misbehaviour (such as physical assault, bullying, use of offensive language, damaging property)**
  - Head Teacher to speak with child and parents and, if necessary, invite them to a strategy meeting.
  - Head Teacher to observe child in class at the next Cheder session.
  - If serious misbehaviour recurs, an individual education plan will be put in place to manage behaviour.