



**Clore Shalom School**



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**Clore Shalom School**

**School Policy for:**

# **Behaviour**

**Version date:** September 2025

**Review date:** September 2026

**Author:** Carly Lax/Gemma Blaker

**Monitoring:** Governors

**Headteacher's signature:**

**Date:** September 2025

**Chair of Governor's  
signature**

**Date:** September 2025



### Vision and Values

At Clare Shalom, we are committed to creating a safe, respectful and inclusive environment. Bullying, discrimination, aggression, and disrespectful behaviour are not tolerated. Everyone in our school community is valued, listened to and expected to treat each other kindly.

This policy is underpinned by principles associated with Hertfordshire's Therapeutic Thinking and focuses on a pupil centred, therapeutic approach. At Clare Shalom, it is understood that pupils cannot learn until they feel safe. Therefore, the behaviour policy is designed, alongside the teaching and learning policy, to focus on quality first teaching as our main approach to preventing unwanted behaviours and promoting behaviours that foster engagement with learning, inclusion and social relationships. We believe that these two approaches are the first step to achieving a culture of positive learning behaviours that allow all children to flourish. Clare Shalom staff understand that all behaviour is communication and strive to understand what is at the root of any unwanted behaviours. We celebrate each child's individuality and ensure inclusive, high-quality teaching through everyday adaptations and reasonable adjustments, as part of our commitment to 'Ordinarily Available Provision'.

### Policy Aims

This policy outlines how we:

- Promote positive behaviour
- Manage challenging behaviour consistently
- Define unacceptable behaviour, including bullying and discrimination
- Reward good behaviour
- Apply fair consequences
- Promote equality and ensure all pupils feel safe

### Roles and Responsibilities

#### Governors

- Review and approve the behaviour principles and policy
- Monitor how it is implemented

#### Staff

- Apply the behaviour policy consistently
- Model positive behaviour
- Meet the specific behavioural needs of pupils
- Record and report incidents



## Senior Leadership Team (SLT)

- Support staff and ensure consistency
- Review and monitor how behaviour is managed

## Parents/Carers

- Support school behaviour expectations
- Inform school of any relevant changes at home
- Communicate promptly with staff about concerns

## Promoting Positive Behaviour

We teach and model respectful behaviour. Everyone is expected to:

- Be responsible for their actions
- Respect others
- Help repair any harm caused
- Abide by the school Code of Conduct which reflects our home-school values

All pupils have the right to:

- Feel safe and respected
- Learn without disruption
- Be treated equally

## Our School Values

- **Chesed – Be Kind**
- **Resilience – Try Hard**
- **Respect – Everyone Matters**

These are regularly discussed in class and reinforced throughout the school.

## Rewards for Positive Behaviour

- Verbal praise, thumbs up, staff recognition
- **Dojo Points** for behaviour aligned with school values:
  - Bronze (200), Silver (300), Gold (400), Diamond (500), Emerald (600)
- Weekly certificates in Jewish Studies/Ivrit
- Friday celebration tea party for value-based behaviour
- Opportunities to represent the school in events
- Opportunity to take work to the HT
- Work copied and sent home
- Phone call/emails to parents



## Responding to Unwanted Detrimental Behaviours

At Clore Shalom school, all staff have received appropriate training and are empowered to implement our behaviour policy and have ownership of it. Support mechanisms and consequences can be implemented by all members of staff. It is not necessary for SLT to be involved at the difficult or dangerous stage unless a member of staff feels that support is appropriate or the behaviour becomes persistent.

We use the **Clore Shalom Behaviour Ladder**, which separates behaviour into three stages:

### Stage 1: Disruptive

Examples can include but are not limited to: shouting out, bickering, littering, persistent chatting and off task behaviour

First step: staff to explore reasons behind behaviour to see if a resolution can be found.

**Response:** Use the "Pause, Stop, Reflect" tracker (which is displayed privately: this means that the teacher does not put the chart on display for others to see) At the "Reflect" stage, complete a reflection sheet with SLT. Inform parents the same day if behaviour has not improved easily or if the behaviour is recurring. Log on CPOMS if reaches this stage.

If a resolution is not reached, move to Stage 2.

### Stage 2: Difficult

Examples can include but are not limited to: swearing, damaging property, leaving class, defiance, refusing to carry out work in class, arguing with staff or peers, not responding to support offered.

First step: staff to explore reasons behind behaviour to see if a resolution can be found.

**Response:** Use de-escalation strategies, using pause, stop reflect. Inform SLT if needed. Apply short-term restorative consequences (e.g. apology letter). Log incident on CPOMS. Inform parents the same day if behaviour has not improved easily or if the behaviour is recurring.

If the behaviour does not improve, further consequences may be explored.

### Stage 3: Dangerous

Examples can include but are not limited to: physical harm, racist or homophobic behaviour, causing injury to self or others, causing damage to property, repeated Stage 2 behaviours.

First step: staff to explore reasons behind behaviour to see if a resolution can be found.



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**Response:** SLT must be involved. Consequences applied. (see list below) Incident logged on cpoms. Parents informed. Fixed-term exclusions may be considered.

We recognise that every incident is different, and whilst support should be offered in the first instance, some dangerous behaviours require an instant consequence to protect children and/or staff.

### Support mechanisms

Support mechanisms should be used to prevent unwanted behaviours or to support a child in recognising what the unwanted behaviour is and provide opportunity(ies) to learn about this. It may be necessary to repeat these support mechanisms on a planned basis to reinforce the learning.

- Pause stop reflect to be used consistently
- De-escalation, disempowerment strategies to be used
- Restorative conversation or action to be completed
- Discussion with the child as to appropriate repair strategies, eg. A written or verbal apology, damage repaired or litter cleared.
- Ordinarily Available Provision ensures work is well matched to the pupil's needs
- Tailored interventions (e.g. social stories, role-play, visual aids)
- Therapeutic books
- Personalised reward system
- Time with an appropriate member of staff, eg. Wellbeing lead, TA

### Consequences

Wherever possible, consequences should focus on repairing the harm caused—such as completing unfinished work or addressing any damage. The most effective approach is when the consequence is discussed and agreed upon by both the adult and the child. This helps the child take ownership and understand the reason behind the consequence. Where this is not possible, an adult will decide on the consequence and inform the child of this.

It is important that children are able to identify and articulate what happened during a behaviour incident in a way that's appropriate for their age. If a child was to respond with "I don't know" when asked about their actions, they should be supported to reflect on their behaviour and their role in the situation. However, adults must also remember that children are not yet capable of the same level of insight as adults. Expectations should be age-appropriate, recognising that children may still be developing the ability to fully understand and explain their motivations and behaviour.

Where a lasting impact of harm was caused to another pupil, staff member or to school property, consequences can include, but are not limited to...

- Removal from class, work to be completed in another class
- Restorative conversation or action to be completed
- Complete a suitable task around school (linked to repair)
- Limit access to certain areas



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- Removal from certain class privileges and events
- Internal suspension
- Fixed term suspension
- Meeting with parents
- Permanent exclusion

### Restorative Justice

When harm occurs between pupils, a restorative conversation helps them reflect, understand each other, and find ways to move forward positively. Apologies are encouraged but not forced.

### Physical Intervention

Used only when absolutely necessary to keep pupils safe. Only trained staff may use physical intervention, and all incidents must be logged. Parents must be informed.

### Bullying and Harassment/Child on Child Abuse

Bullying is repeated, intentional harm, including online. We take all incidents seriously and respond promptly. Staff must report bullying to SLT and log it on CPOMS.

Refer to our **Anti-Bullying Policy** and/or **Child Protection Policy** for more detail.

### Cyberbullying

Any incidents involving online safety or cyberbullying should be reported to our Online Safety Lead and logged accordingly.

### Zero Tolerance for Sexual Harassment or Violence

We treat all reports seriously and respond appropriately in line with our Child Protection and other safeguarding policies.

### Monitoring and Review

This policy is reviewed annually by the headteacher and governing board.

### Linked Policies

- Exclusions Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy



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Appendix 1 <span style="float: right;">Clore Shalom Behaviour Ladder</span>	
<p><b>Stage 1 - Disruptive Behaviours</b></p> <p><i>Behaviour that has a negative impact on the child themselves or the school community</i></p>	<p><b>Examples of disruptive behaviours. Stage 1 behaviour examples include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Negative peer pressure</li> <li>Behaviour that does not benefit the individual (e.g., refuses to complete work; rips up their work)</li> <li>Behaviour that does not benefit another person (e.g., Prevents others from working in class; excludes an individual from playing)</li> <li>Behaviour that does not benefit the dynamic (group/class) (e.g., shouting out in class/talking over others (including staff))</li> <li>Behaviours that do not benefit the school (e.g., littering in the school grounds)</li> <li>Behaviour that does not benefit the wider community (e.g., graffiti; theft)</li> <li>Improper use of school equipment</li> <li>Continued refusal to complete work</li> <li>Bickering and falling out on the playground</li> </ul>
<p><b>Stage 1 Consequences</b></p>	<p>Reactions to these behaviours need to be logical and restorative and a conversation must be had with the child to explain why the behaviour was not appropriate. Consider how behaviour can be privately addressed and gentle reminders offered. Use the behaviour tracker to move the child from the dove to the pause stage of the behaviour tracker when unwanted behaviours occur, and continue to the stop and reflect stages if the behaviour continues.</p> <p>On reaching the reflect stage, a reflection sheet should be completed and the child should take any necessary steps to put right what has gone wrong e.g. complete missed work, have a restorative conversation etc.</p>
<p><b>Stage 2 - Difficult Behaviours</b></p> <p><i>Difficult behaviour is classed as anti-social, but not dangerous.</i></p>	<p><b>Examples of difficult behaviour. Stage 2 behaviour examples include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Damaging property</li> <li>Child on child verbal abuse</li> <li>Swearing at others</li> <li>Leaving the classroom without permission</li> <li>Challenging authority</li> </ul>
<p><b>Stage 2 Consequences</b></p>	<p>De-escalation strategies should be used to support the wellbeing of the child. The class teacher will use the reflection sheet and will decide on short-term restorative consequences during lessons, break or lunchtime as is appropriate to the behaviours in need of rectifying. Ensure this is only for a short period of time. With the child, decide upon the appropriate consequence e.g. writing an apology letter or tidying up the mess made. Parents/carers to be informed by class teacher, on the day, either face to face or via a phone call.</p> <p>The following consequences may include: time out of the classroom for a movement break with a member of staff, a discussion with a member of SLT regarding whether a report card should be issued, provide an opportunity to put things right, and an internal suspension.</p> <p><u>This behaviour should be recorded on CPOMS, on the day of the incident and must include the conversation had with parents/carers. A copy of the reflection sheet should be sent home.</u></p>
<p><b>Stage 3 - Dangerous behaviours</b></p> <p><i>Dangerous behaviour is defined as behaviour which could result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.</i></p>	<p><b>Examples of dangerous behaviour. Stage 3 behaviour examples include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Persistence in relation to behaviours described in Stage 2</li> <li>Child on child sexual harassment or violence</li> <li>Racist language or behaviour</li> <li>Homophobic language or behaviours</li> <li>Bullying (continual child on child abuse, over a period of time)</li> <li>Misuse of technology on school property, including the use of social media</li> <li>Physical abuse of any peer or member of staff</li> <li>Absconding from school premises</li> </ul>
<p><b>Stage 3 Consequences</b></p>	<p>Follow the same procedure as Stage 2 – Parents/carers must be informed and <u>all notes of the incident and conversation will be recorded on CPOMS on the day of the incident. A copy of the reflection sheet should be sent home.</u> In rare cases a fixed term exclusion may be considered.</p>



	Where appropriate elements of the therapeutic thinking documents will be implemented and a part-time timetable may be considered in consultation with parents.
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## **Appendix 2**

### Responses to de-escalate anti-social behaviours

We use the Hertfordshire Therapeutic Thinking response to disruptive, difficult and dangerous behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

#### Positive phrasing:

- o "Stand next to me."
- o "Put the toy on the table."
- o "Walk beside me."

#### Limited choice:

- o "Put the pen on the table or in the box."
- o "When we are inside, Lego or drawing." –
- o "Talk to me here or in the playground."

#### Disempowering the behaviour

- o "You can listen from there."
- o "Come and find me when you come back."
- o "Come down in your own time."
- o "Come back into the room when you are ready."
- o "We will carry on when you are ready."





## Appendix 3

### Use of a De-Escalation Script

- o Use the child's name
- o Acknowledge their right to their feelings – “I can see something is wrong”
- o Tell them why you are there – “I am here to help”
- o Offer help – “Talk to me and I will listen”
- o Offer a “get-out” (positive phrasing) – “Come with me and.....”



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### Appendix 4

#### Reflection Sheet A

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

*Draw what happened*

*Draw what can make it better, or what should happen next time.*

Child signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_



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### Reflection Sheet B

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

*What went wrong?*

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*How did it affect yourself/others?*

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*What needs to happen now to put this right?*

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*What rule needs to be followed so this does not happen again?*

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Child signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_