



Behaviour Policy 2020

Approved July 2020

Introduction

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

- Respect
- Kindness
- Politeness
- Courtesy

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

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

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

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

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

Mr S Lewis
Executive Headteacher

Behaviour Principles

At Yavneh College we:

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

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

Attributes

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

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

Growth Mindset

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

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

Social Behaviour

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

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

School Rules**School Code of Conduct**

Our Code of Conduct is designed to make Yavneh College an excellent place to be for everyone and apply to all school activities, including educational visits, Shabbatonim, etc. All of our pupils will be taught to:

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

Pupil Code of Conduct

In the community of Yavneh College, I must:

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

In lessons to help me achieve, I will:

- Make learning my priority and understand there are no shortcuts
- Be on time for school and all lessons
- Bring my books, pencil case, PE Kit (as required) and all other equipment necessary for school every day
- Line up quietly outside my classroom ready to be invited in by my teacher
- Enter the classroom in silence, go straight to my seat and get any relevant equipment out as necessary
- Stand behind my chair in silence and wait for the teacher to invite me to sit down
- Settle down to the starter activity (if set) straight away
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner engaging with all activities
- Respect other peoples' responses and questions and learn from them by active listening
- Always complete homework on time and to the best of my ability
- Never eat or chew in class

- Make sure I catch up with my learning when I am absent from school or behind in my work
- Remember it is always the teacher who determines what happens in lessons

To take pride in Yavneh College's surroundings:

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

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

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

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

ROUTINES AND EXPECTATION

On arrival at Yavneh College all pupils will:

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

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

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

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

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

During a lesson all pupils will:

- a) Put their hand up and wait for permission before asking or answering a question
- b) Be active listeners
- c) Celebrate the successes of others
- d) See mistakes as steps on the road to understanding
- e) Show perseverance when attempting new tasks and embarking on new learning
- f) Help maintain a supportive culture based on respect and teamwork
- g) Always get a note from the teacher if leaving during a lesson

Moving to and from assemblies all pupils will:

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

During break and lunchtime all pupils will:

- a) Use their break and lunch time effectively:
 - Drink some water/refill your water bottles
 - Go to the toilet
 - Meet with any member of staff to address any concerns
 - Complete any work or revision that is required
- b) Line up quietly outside the dining hall in a straight line when it is their turn
- c) Say thank you to catering staff
- d) Clear away their own trays, plates and cutlery and maintain an orderly environment at all times

At the end of the school day all pupils will:

- a) Make sure they have everything they need to complete their homework
- b) Walk quietly and sensibly through the school exits and in the surrounding streets
- c) Not congregate in large groups in public areas
- d) If getting public transport, wait quietly by the bus stop
- e) Get onto the bus one pupil at a time, after allowing other members of the public onto the bus first
- f) Remember at all times they are representing Yavneh College and are therefore expected to model the Yavneh Way

REWARDS

The Role of Rewards

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

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

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

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

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

Rewards and Certificates

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

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

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

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

Certificates

Pupils who have a positive balance of:

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

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

Book of Excellence

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

CONSEQUENCES

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

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

Uniform

- At Yavneh College, we believe that smart dress is vital for a well ordered learning environment. During the school day, pupils are expected to wear full school uniform.
- Pupils who are not wearing the correct school uniform will be issued with a Negative House Point (NHP). Pupils who receive two uniform points in one week will be issued with a lunchtime detention.
- Pupils will only be allowed to wear trainers with an approved medical note. Pupils who arrive at school without school shoes or a medical note will be provided with plimsolls to wear until they have the appropriate school shoes.
- Pupils are not permitted to wear make-up. This includes, but is not limited to; nail varnish, gel nails, eye liner, blusher, lipstick, lip-gloss, mascara and eye shadow.

Chewing gum

- At Yavneh College, we expect pupils to respect the school environment and believe that chewing gum damages property and creates an unpleasant learning environment.
- Pupils who are caught chewing gum at school will be issued with a detention with the relevant Head of Year or Pastoral Manager, accompanied by a Negative House Point.

Mobile phones

- Mobile phones should be turned off at the beginning of the school day (8.30am) and should never be used in school without the express permission of the teacher.
- Pupils who are caught using their mobile phone in school between 8.30am and 4:00pm, will have their phone confiscated. The phone will be handed into the office and will be returned **the day after confiscation** at the end of the school day.
- If a pupil has their mobile phone confiscated a subsequent time, parents will be contacted and **the phone will be returned after 5 school days**.
- Pupils may use the school office phone in an emergency.

Ladder of Consequences

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

Consequence 1: Reminder

A C1 may be issued if a pupil:

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

Consequence 2: Warning

A C2 may be issued if a pupil:

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

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

Teachers may issue a break time detention or a lunchtime detention of up to 40 minutes at the start of lunch time to ensure there is sufficient time to eat lunch after the detention. The detention needs to be scheduled on PARS by the end of the lesson and, the time and date confirmed with the pupil. Lunchtime detentions may be issued by individual teachers or departmentally. Pupils attending lunchtime detentions will be expected to sit in the detention in silence for the duration of the detention.

A C3 may be issued if a pupil:

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

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

Removal from a lesson is a very serious sanction and will only be used by a teacher when the behaviour displayed by a pupil is preventing learning taking place. A pupil who is removed from a lesson will also incur a one hour After School Detention (ASD) with the Head of Department, in place of the break time or lunch-time detention that was issued by the teacher. If a pupil is removed from a lesson the Head or Assistant Head of Department will telephone the pupil's parents the same day, where possible, to inform them of the incident. A Head of Department ASD will also be issued to a pupil who fails to attend a break-time or

lunchtime detention. If a pupil fails to attend an ASD they will be issued with a loss of social time (break and lunchtime) for a period of time that will be decided by their Head of Year and they will receive 4 NHPs. Please note: the school has a legal right to detain after school those pupils who break the school rules.

A C4 may be issued if a pupil:

- Continues to disrupt the learning of other pupils in a lesson, despite being issued with a teacher detention (C3) in the lesson.
- Continues to challenge a teacher's instruction after a warning has been given.

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

A C4b may be issued to pupils who have:

- Been issued three C3 NHPs in a week as a result of disrupting the learning of other pupils. The HoY or PM will telephone the pupil's parents the same day, where possible, to inform them of this unacceptable behaviour.
- Refused to follow the instructions of a member of staff.
- Displayed a lack of respect to members of the school community.
- Persistent refusal to adhere to the School Uniform Policy.
- Refused to follow the Covid-19 school guidelines.

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

A C5a may be issued if a pupil:

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

If a pupil is issued with a C5a, the Head of Department will arrange a meeting, using video technology, with the pupil and their parents. Before the pupil returns to their lessons, the Head of Department will arrange a meeting between the pupil and their teacher to discuss their reintegration to the classroom ensuring ongoing learning and restoring appropriate respect.

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

Removal of Social Time is where a pupil spends their social time on their own. They will spend this time on their own to reflect on their actions. Pupils who have their social time removed will be able to buy cold food to eat in isolation from their peers. A C5b may be issued by either a Head of Year or the Deputy Headteacher responsible for Pupil Progress. This sanction will be used for failure to attend ASDs, bullying, serious disrespect to a member of the school community and any other serious behaviour incidents, including refusal to follow the Covid-19 school guidelines. The number of days that a pupil will have their social time removed for will be at the discretion of the Head of Year and/or Deputy Headteacher.

Consequence 6: SLT After School Detention (accompanied by 4 NHPs)

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

Consequence 7: Internal Exclusion

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

A C7 may be issued by the Deputy Headteacher responsible for Pupil Progress:

- Continues to disrupt the learning of other pupils or continues to challenge a teacher's instruction, when they return following removal from a series of lessons(C5).
- Is exceptionally rude to a member of staff.
- Repeatedly disregards school rules, including behaviour to and from school.
- Is involved in a fight on the school site or whilst representing the school.
- Uses abusive language.
- Is involved in a serious incident that disrupts a lesson.
- Is involved in bullying behaviour, including bullying behaviour through the use of ICT that impacts school life.
- Misuses ICT.
- Repeatedly disregards the Covid-19 school guidelines.

Consequence 8: Fixed Term Exclusion

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

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

- Continued disruption to the learning of other pupils or continued challenge of a teacher's instruction, when they return following a period of Internal Exclusion (C7).
- Use of rude or abusive language or serious rudeness to a member of staff.
- Persistent lack of co-operation with staff.
- Smoking or vaping on or around the school site.
- Provoked physical assault.
- Use of discriminatory language, including, but not exclusively, racist and homophobic language.
- Serious bullying including through ICT.
- Misuse of any ICT, including school systems or personal devices including accessing and sharing pornography.
- Unprovoked physical assault.
- Threatening behaviour towards a member of staff, which includes online threats such as through social networking sites.
- Disruption to whole school life such as setting off the fire alarm.
- Vandalism.
- Theft.
- A serious breach of the Covid-19 school guidelines.

Consequence 9: Permanent Exclusion

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

A C9 may be issued by the Executive Headteacher for:

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

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

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

Individual Behaviour Plan (IBP):

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

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

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

Pastoral Support Plans (PSPs):

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

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

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

Pupils with Special Educational Needs

The school recognises its duty to provide reasonable adjustments for pupils with Special Educational Needs. As such, the school reserves the right to make any reasonable adjustments to this policy that it sees fit for a pupil with Special Educational Needs.

School Uniform Dress Code

Girls

Regulation Yavneh College white polo shirt

Regulation Yavneh College black sweatshirt

Regulation Yavneh College skirt, long enough to cover the knees

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

Black school shoes, without high heels (no boots or trainers)

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

Regulation Yavneh College black shoulder bag (optional)

Boys

Kipa

Regulation Yavneh College white polo shirt

Regulation Yavneh College black sweatshirt

Plain black school trousers, without turn-ups

Black ankle or knee-length socks

Black school shoes (no boots or trainers)

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

Notes

1. Boots cannot be worn during the school day.

2. Trainers can only be worn for:

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

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

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

4. Jewellery is not allowed i.e. no rings, earrings, pierced body jewellery, bracelets, necklaces (including such religious symbols such as a Magen David or Chai), etc. This rule exists in order to:

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

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

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