

Behaviour policy

If I am not for myself who will be for me. If I am only for myself what am I? If not now when?
These values, spoken by Rabbi Hillel, are at the centre of all we do at Wolfson Hillel and influence every aspect of school life, including the behaviour of our pupils. Our values curriculum (see appendix), built on these three core ideas, plays a pivotal role in supporting our pupils to behave well whilst at school, be ready for the next stage of their school lives and prepare them to be well-rounded, Jewish, British citizens in society in the future. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We are proud to be a trauma informed school in which all students feel safe, welcomed, supported and empowered to participate fully in all the school has to offer. We are part of the Enfield ETIPSS (Enfield Trauma Informed Practice in Schools and Settings) initiative and all staff received implementation training.

Trauma informed practice teaches that beneath every behaviour there is a feeling and beneath every feeling there is a need and when we meet the need rather than focus on the behaviour, we begin to deal with the cause not the symptom. We know that children do well when they can and that their behaviour is a way of communicating how they are feeling. Building relationships with pupils, staying curious about the causes of their behaviour and consistent, calm adult response is at the heart of this approach.

We teach pupils from a young age about how their brain works and how this can influence their behaviour; they are shown Dan Siegel's 'Hand Brain model' - a simple way to explain why some children are unable to control their emotions when they are angry or upset.

Ready, Respectful & Safe

Ready, respectful, safe are our 'school rules'. These words are regularly referred to and are displayed prominently around the building. These relate to behaviour both inside and outside of the classroom.

Ready- to listen, learn and participate.

Respectful- to all members of the school community.

Behave in a way that keeps everybody **safe**.

Clear and consistent routines, as set out in our Teaching and Learning Principles (see appendix), are taught, practised and used daily with all pupils to support them to regulate their behaviour and enhance learning.


All members of the school community will demonstrate the school rules by being ready, respectful and safe

	Ready	Respectful	Safe
Children	<ul style="list-style-type: none"> -Work to the best of their ability without distracting others or preventing them from learning - Persevere when things get difficult -Actively follow and promote the Hillel values at all times -Be open to restorative practices and see their behaviour as a journey -Be a good role model - Wear full school uniform and take pride in their appearance that reflects the school's Jewish ethos 	<ul style="list-style-type: none"> -Treat all members of the school community with courtesy and respect -Respect and look after the school environment and others' possessions -Develop trusting relationships with adults so that they can communicate their concerns effectively 	<ul style="list-style-type: none"> -Behave safely around school and when representing the school off site e.g. on a school trip, sports event, travelling between home and school
Staff	<ul style="list-style-type: none"> - Provide a caring and effective learning environment built on kindness - Teach lessons to high standard and follow the Hillel Teaching and Learning Principles. - Stay curious about the causes of children's behaviour - Model the Hillel values and refer to them regularly through classroom displays -Communicate effectively with parents 	<ul style="list-style-type: none"> - Take interest and celebrate the success of everyone in the school community -Develop positive connections with pupils built on the PACE principles - Use a range of de-escalation techniques to support children to co-regulate - Use a non-shaming approach to deliver suitable consequences where necessary - Show empathy at all times when guiding children through the restorative process 	<ul style="list-style-type: none"> -Remain regulated and be aware of when they might need support (only a regulated adult can regulate a dysregulated pupil) - Maintain a safe environment that puts the pupil at the centre of everything we do



	<ul style="list-style-type: none"> - Differentiate learning to meet the needs of all pupils including those with Special Educational Needs and disabilities (SEND) - Use positive rewards consistently and fairly for all pupils 	<ul style="list-style-type: none"> - Understand that all children are unique in their tolerances, emotions and responses 	
Governors	<ul style="list-style-type: none"> -Ensure teaching is to a high standard -Support staff on new school initiatives - Share knowledge and experience of their own area of expertise 	<ul style="list-style-type: none"> -Build and develop positive connections with the whole school community -Show appreciation of the efforts and contributions of all 	<ul style="list-style-type: none"> -Ensure all governor training is up to date
SLT	<ul style="list-style-type: none"> - Provide quality training for all staff that is regular and relevant - Prioritise staff well-being - Be present and approachable to the whole school community - Model good practice and high expectations 	<ul style="list-style-type: none"> -Show appreciation of the efforts and contributions of all -Create an environment which recognises and celebrates differences - Have awareness of each other's needs and support each other through rich, trusting experiences 	<ul style="list-style-type: none"> - Ensure the school environment is safe, positive and welcoming
Parents/ carers	<ul style="list-style-type: none"> - Prioritise their child's attendance and punctuality - Liaise with the appropriate person 	<ul style="list-style-type: none"> -Show courtesy and respect to all members of the school community 	<ul style="list-style-type: none"> - Attend school meetings when support is offered to both child and parent.

	within school with any concerns or queries - Share information with school that will be useful when supporting their child	- Support the school's Behaviour Policy and decisions	- Work in partnership with the school to achieve the most effective outcomes for their child.
Visitors/volunteers	- Familiarise themselves with school procedures e.g. fire exit / safe guarding	- Respect the school ethos and the school rules	- Sign in to school using the correct procedure and have their lanyard on display. Always be escorted around the building by a staff member if appropriate.

The Hillel values

The Hillel values are at the heart of our school. They consist of three strands; myself, my relationships and my responsibility. For each strand, there are a number of values which children will explore, supporting them to become well-rounded, Jewish, British citizens.

Each assembly incorporates a reminder of the current value or introduction of the new value.

We encourage and celebrate positive behaviour through constantly referring to and promoting the Hillel values where appropriate and relevant. Eg 'Toby, you have shown the value of resilience today. I know you really struggled with the maths, but you kept going and didn't give up'.

Value Points	Children will collect these daily by demonstrating Hillel values. They can be given by any member of staff. After they collect 100 value points on their individual values chart, they will be rewarded with a bronze, silver or gold badge.
Hillel Value Cards	In weekly assemblies, two pupils per class are selected to receive a value card related to the current value. Teachers will choose children who they can see are showing this value in school. Children will take this card home to celebrate with their families.
Hillel Value Stickers	These are given to children who show Hillel values that are not the current focus value.
Whole Class Rewards	Every class will have their own whole class reward system. For example, a teacher may use a marble jar to collect marbles when pupils are displaying Hillel Values. Once the jar has been filled, the class will earn a whole class reward.
Hot chocolate with the Head!	Every child will have the opportunity to spend some quality time over hot chocolate with the Headteacher each year.

EYFS (nursery and reception)

Early years pupils will be introduced to three key values, one from each of the main strands: **kindness, perseverance (trying my best) and responsibility (being a good listener)**. We will use this colour coding to reinforce the values to the children.

The children will be taught about these values through circle times, assemblies and through play. Classes will work together for whole class values rewards. They will be working towards filling up a class pom pom jar; if a child shows a Hillel Value, they will take a pom pom from one of the 3 value jars and put it in the pot. When the pot is full, the staff will organise a whole class reward.

In addition, two children from each class will receive a value sticker every day for showing one of the three key values. These stickers will also be colour coded as above.

If staff feel that a child needs a consequence, they will take the child to a quiet place for some thinking time. Staff will allow them time to regulate beforehand. During thinking time, staff will have a conversation with the child about the incident and what the child could do differently next time. This is a supportive conversation to help the child learn. At no time should the child be sat in thinking time alone. Staff will use a sand-timer to show the child how long they will be missing their play and having thinking time. This should be 3 minutes for nursery and 5 minutes for reception (timings may be adapted for SEN pupils).

Managing behaviour

It is our belief that every interaction is an opportunity for learning and that all behaviours are communication of some form. We recognise that there may be times when one of our pupils may respond in a way that does not align with our school values. In this event, we will follow a calm and consistent approach where opportunities for reparation and self-reflection are key.

We aim to manage all low-level behaviour through the least invasive intervention first alongside praise and recognition of good behaviour. Strategies we use include:

Strategy	How it's used	Example script
Non-verbal correction	Staff give a visual reminder or action to prompt children of what they need to do	The teacher puts their fingers on their lips to indicate children need to stop talking
Positive group correction	The teacher reminds the whole class/group as opposed to individuals to correct a certain behaviour	"Remember I want to see all pencils down and eyes facing this way"
Anonymous individual correction	The teacher asks for a child or children to correct a behaviour without directly naming them	"I am just waiting for two more children to face this way and be ready"
Private individual correction	The teacher speaks quietly and privately to individuals to remind them of behaviour expectations without it being known to the rest of the	"I saw great listening from you yesterday. I want to see more of that today"

	class/group that the conversation is taking place	“Is everything ok? You seem distracted?”
Lightning quick public correction	The teacher gives a very quick reminder to an individual of what they need to be doing in the moment	“Jonny- show me you are ready by looking this way”

Staff will teach consistent routines which will promote a calmer environment to best support all children. All staff will greet pupils at the door at the start of the day and after breaks/ lunchtimes. As children enter their classrooms, teachers will use transition activities to ensure children are settled and ready to learn. Additional staff are on hand to support with managing any break -time issues – particularly after lunch.

De-escalation

Like everyone, children’s emotions fluctuate, particularly at times of stress and in the height of emotion, they may find it difficult to express what is happening verbally and become dysregulated. During these moments, it is important for children to co-regulate with an adult so they can support them to implement strategies that can bring them back into their window of tolerance. These are the ‘spaces’ within which we are comfortable and feel safe. When we are within our window of tolerance we can learn and tolerate the daily stressors of life without anxiety, exhaustion or loss of control. Staff will support a child to regulate using a number of de-escalation techniques such as:

- Actively listening and asking questions. For example, ‘I am sorry you are feeling sad. Would it help if we played a game together?’
- Acknowledging and validating the child’s feelings. For example, ‘I understand why you are feeling angry. It’s really hard when you have to stop playing a game you enjoy’
- Distracting the child by changing the topic of the conversation or engaging in an activity they enjoy
- Encouraging a child to use their body to regulate their nervous system e.g. kicking a ball, stretching and pulling or bouncing on things
- Enable choice and control where possible, for example, ‘Shall we go to the gym to kick a ball or into the playground for a run?’
- Access to sensory toys, for example, a stress ball, putty or fidget toy
- A quiet activity such as colouring or reading a book

De-escalation may look different for every child and will rely on the decision making of informed adults in the moment. Above all, adults will seek to create a feeling of safety for the child. We recognise that a dysregulated adult cannot regulate a dysregulated child therefore, staff must feel calm themselves in order to support a child back into their window of tolerance.

In EYFS we will refer to these de-escalation strategies as ‘time-in’. They will always take place in a quiet and private space away from the main classroom.

In some circumstances, despite the efforts of staff, children may find it difficult to co-regulate. This may result in children displaying behaviour which poses a threat to the safety of the child, their peers or staff. In these instances, staff may use reasonable force to safely hold a pupil to prevent them from:

- Hurting themselves or others
- Being unsupervised for an extended period of time
- Damaging property

Consequences

Where necessary, pupils will receive a consequence as a result of their actions. Staff will decide on a consequence appropriate to the behaviour with a focus on reflection and restoration. Consequences will be devised with a knowledge of each child and what we believe will help them to develop as an individual. Some examples of consequences teachers may use are:

- Pupil to miss part of their break or lunch time to discuss their actions and take part in a restorative process
- Pupil to write an apology letter to another pupil or member of staff as a way of reinforcing the restoration
- For some children, speaking with an adult about their actions will be enough

Staff will use scripted examples/ sentence stems to support them with issuing a consequence firmly but with empathy.

For example

'I noticed you are still... (struggling to get going/ wandering around the classroom/ chatting to Toby)

Your behaviour shows that you are not **'ready'** to learn.

Do you remember last week when you did that great piece of work?

'That is who I want to see today.'

Move to the desk over here so that you are able to concentrate properly.'

Where challenging behaviour continues or for more serious incidents, SLT and parents/ carers will be involved. In these circumstances, further planning and discussion will be required in order to best support the pupils involved.

In very exceptional circumstances we may need to suspend or permanently exclude a pupil. This is not a decision we would ever take lightly and is usually a result of extreme behaviour. If needed, staff will seek advice from the Enfield Exclusion Team before making the decision to suspend or exclude a pupil. If a child is suspended, parents will be invited to a reintegration meeting on return to school. This meeting will explore ways to avoid any further suspensions and may involve a restorative process for the child. (please see Exclusion policy)

Restorative process

After an incident has occurred and a child is calm and regulated, a restorative conversation might take place in order to repair relationships or as a forum for discussing the incident further. This process will begin with the child taking part in an exploration of what happened with the adults involved in the event. This could be with a class teacher, dining staff or a sports coach. Staff will use a non-shaming approach to discuss the impact of the child's behaviour, whilst talking about alternative strategies or choices they can use in future.

This process may look different for each child, there is no set approach or 'one size fits all' as all children are unique in their tolerances, emotions and personal history that influences their responses. Staff will follow a 'script' to support them with this process.



The school rules of ready, respectful, safe are also used when pupils are off site on school trips and residential.

These rules are further strengthened and promoted by

- Discussion with class before trip to reinforce rules.
- Risk assessments completed to ensure all pupils are suitably catered for.
- Briefings with staff/ parents supporting on trip to ensure rules and procedures are clear.
- Pupil and parent contracts signed prior to residential trips to reinforce rules to ensure everyone's safety.

Inappropriate online behaviour which impacts children at school will also be dealt with following the school behaviour policy.

This policy should be read in conjunction with the following policies:

Anti- bullying policy

Safe- handling policy

Exclusion policy

Safeguarding policy

SEN and Inclusion Policy

Clubs and enrichment behaviour policy (where applicable)

Last reviewed on: 22.3.26

Next review due by: 22.3.28

Appendix

Appendix A **PACE**

PACE

Playfulness – a lightness that breaks through disconnection

Acceptance – unconditional acceptance of thoughts, feelings and needs

Curiosity – trying to understand what’s behind the behaviour in a non-judgemental way

Empathy – connecting with a person’s inner world with compassion

PACE is a way of thinking, feeling, communicating and behaving that aims to make a child feel safe. Adults who use PACE build connections with the children they work with, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. It is done by communicating the four elements of PACE:

Playfulness

Being playful with a child shows them that you like them. It isn’t about being funny all of the time or making jokes but about keeping things light hearted. Some ways to stay playful are:

- Warm and personalised greetings. **“Hey ___ I love your new haircut!”**
- Showing a real interest and things you like about the child
- Find moments for silliness and fun
- Animated and expressive communication using your face and voice
- Use humour to lighten the mood. For example, **“look at that worksheet, it looks like a mouse has eaten it! I hope he won’t eat my lunch too. Why don’t you bring it here and I will help flatten it out? We are a pretty good team you and !”**

Acceptance

Acceptance is fundamentally about letting the child know verbally and non-verbally, “I get that this is a big deal for you. I care and I am here”. This will often mean sitting with the strong emotions or perspective of a child and knowing you may not be able to take this away. Accepting the child’s intentions doesn’t imply accepting the behaviour.

- **“I can see how you feel this is unfair. You wanted to play longer. You have been waiting for your turn for a while and we have run out of time. I would feel upset too.”**
- **“I have just come to be with you because I can see things are really hard for you right now. I am here for you when you are ready”**
- **“I can hear you are very cross with me. I am going to move away slightly to give you some space but I will be here when you are calm”**

Sitting in silence for a while is ok. When the mood feels right, try to bring playfulness to lighten the mood

Curiosity

To reflect the idea that ‘children do well when they can’, we must remain curious about why children are behaving the way that they are. Most times, children are not choosing to misbehave.



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They simply lack the skills needed to communicate or self-regulate which can lead to undesirable behaviour or moments of dysregulation. It is important to remain curious with your colleagues but you can also show your curiosity to a child by using 'wondering aloud' techniques. For example...

- **'I wonder if you are feeling upset/angry/scared'**
- **'I noticed you have been coming for a chat every day this week. Is something on your mind?'**
- **'You have been getting upset after every breaktime this week. Is there something you want to talk to me about?'**
- **'I noticed you seem to be silly during our maths lessons. Are you finding it tricky?'**

Empathy

Empathy is about 'feeling with' a child and sympathy is about 'feeling for'. A child needs to experience empathy to be able to understand and tolerate the feelings of others.

- **'Me saying no has made you really angry. I get why you don't want to speak to me right now. I will give you some space'**
- **'You are really upset/angry about this. I am sorry things feel so difficult' 'do you need something to feel better? Perhaps going for a walk or reading a book for a few minutes?'**
- **'I can see things are difficult right now. I am going to get everyone started and come back to you'**

Sitting in silence for a while is ok. A child just knowing you are there can sometimes be enough

Appendix B Restorative process guide

Restorative process guide for staff

A restorative conversation should be run by the adult who dealt with the incident or who was affected by it. On some occasions, SLT may join too. The restorative process should happen as soon as the child and adult are calm. This could be the day of the incident or the next.

This process may look different for each child, there is no set approach or 'one size fits all' as all children are unique in their tolerances. Alongside setting firm boundaries, it is important to stay curious about why the behaviour occurred and build a connection with the child you're speaking with. Remaining calm and showing empathy is crucial for its success. The script below will give you ideas on how this conversation can go. The process will focus on two key factors:

- **Trying to understand why the behaviour is occurring and how we can support the child to make better choices**
- **Repairing any affected relationships**

1. Start by exploring what happened and why the behaviour occurred. Be curious...

- I have noticed – **'I have noticed that you are always upset after break'**
- **'You seem to find it difficult to concentrate on a Monday morning'**
- Discuss your observations with the child to try and identify if there is anything that can be done to reduce the likelihood of the behaviour repeating itself (e.g. a code word or

visual card for the child to indicate when they need 5 minutes in the middle room to regulate)

- 2. Discuss the impact of the child's actions/behaviour**
 - 'When you speak to your friends when I am teaching, it makes it difficult for me to focus on teaching the class. This affects the learning of your friends'
 - 'When you behave like that it makes me/them/her feel...'
- 3. Together, plan alternative strategies which can be used in the future. You can write these down or use a comic strip?**
 - 'Next time, if someone hurts you in the playground where will you go? Who will you speak too?'
 - 'What strategies will you use to remain calm?'
- 4. Allow the child a chance to apologise. This can be done verbally or written in a note/letter.**
 - 'Thank you for speaking with me about _____. We need to apologise to _____. How would you like to do this? We can speak with them now or write them a note?'
- 5. End the conversation with a positive statement about the child or your relationship. With younger children, you might play a short game, ask about what they did on the weekend or talk about your favourite sport etc.**
 - 'Thank you for speaking with me. I know that was difficult but I am proud of you for taking part' or 'I am so glad we were able to talk through this today'
 - 'Did you do anything nice over the weekend? I went for a walk and had my favourite dinner...pizza! What do you like on your pizza?'
 - 'I have seen you have a new reading book. Where did you get that? Can you tell me about it?'
 - 'I noticed you have a new pencil case. I love the reflective part! Where did you get it?'

Appendix C Hillel Values

Hillel Values (middot)								
Myself			My Relationships			My Responsibility		
אם אין אני לי – מי לי <i>If I am not for myself, who will be for me?</i>			וכשאתי לעצמי – מה אני <i>If I am only for myself, what am I?</i>			ואם לא עכשיו – אימתי <i>And if not now, when?</i>		
Self-Awareness	Cheshbon Hanefesh	חשב ון הנפש	Respect	Kavod	כבוד	Community	Kehillah	קהל
Children are given opportunities to develop an awareness of their own abilities and worth and to manage their feelings so they can act with integrity. They learn how to stay safe, healthy and take care of their own needs.			Children are given rich opportunities to develop communication skills, work as a team and build relationships based on mutual respect, honesty and integrity. Children appreciate the impact that their personal behaviour has on others, how to			The school promotes partnerships with the home and wider community. Children are given meaningful opportunities to be responsible, respectful, active citizens who contribute positively to society		



			demonstrate sensitive reactions to their own and other's feelings and how to resolve issues of conflict when they arise					
Reaching Potential Children aspire to achieve their best and are encouraged to take risks. The intrinsic value of seeking to reach their potential is celebrated.	Gadlut Ha'Adam	גדלות האדם	Spirituality Children begin to recognise G-d in a meaningful way and strive to give thanks to something greater than themselves	Emunah	אמונה	Global Awareness Children are supported to explore their role as active citizens including charity and environmental awareness. Children are taught to appreciate their environment and care for the world around them.	Tikun Olam	תיקון עולם

<p>Perseverance & Resilience</p> <p>Children are supported to overcome challenging circumstances or change in their lives. They are encouraged to continue to strive to achieve something, even when facing difficulty or failure</p>	<p>‘A righteous person falls down seven times and gets up’ (Proverbs 24:16)</p>	<p>שָׁבַע יְפֹל צְדִיק וְקָם</p>	<p>Equity</p> <p>Children learn that everyone’s achievements are valued and others may be given different opportunities to ensure their individual needs are met, even though this may not seem fair. Children are taught that everyone should be treated with kindness.</p>	<p>Educate a child according to their way (Proverbs 22:16)</p>	<p>חֲנוּךְ לְנַעַר עַל פִּי דַרְכוֹ</p>	<p>Citizenship</p> <p>Children are prepared for life as Jews in the Modern British world and understand how Jewish and British values work hand in hand. They develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p>	<p>Derech Eretz</p>	<p>דֶּרֶךְ אֶרֶץ</p>
<p>Honesty</p> <p>Children are encouraged to be honest about their actions and are shown that honesty is important for building</p>	<p>Emet</p>	<p>אֱמֶת</p>	<p>Appreciating others & differences</p> <p>Children are offered a rich understanding of their own heritage and culture, whilst developing a mutual</p>	<p>Beloved are [all] human beings, for they were created in the image of G-d</p>	<p>חֲבִיבֵי אָדָם שֵׁנֵי א בְּצַלְמֵ</p>			



trust with others.			respect and appreciation for the diverse cultural traditions and characteristics of others. Children are taught that no forms of discrimination are tolerated					
			Kindness Children are encouraged to be kind, empathetic, compassionate and considerate of others.					

Appendix D Teaching and Learning Principles

Teaching and Learning Principles (NB For principle 1 and all appendix routines, 'teacher' refers to all teaching and support staff)

- 1. Teachers have high expectations of pupils and well-practiced routines create a calm and efficient learning environment. 100% participation in lessons is expected. All transitions**

- Teachers stand at the threshold of the classroom to welcome pupils at the start of the day and after break and lunchtime. They greet every child individually. A calming task which children can complete independently is ready on the board.
- Teachers ensure that children walk around the school building quietly (silently if walking past working classrooms) to ensure the learning of others is not disturbed. They have a set order in which to line up and walk. They walk on the left- hand side of the corridor.
- Teachers ensure that transitions and routines are practiced and refined to enable them to be completed in the quickest and most efficient way (eg moving from carpet to table/ handing out books). Highly visible classroom timers support this.
- Teachers gain pupil's attention quickly by using the 3,2,1 countdown, narrating positive examples and active- looking as they go. They wait for 100% compliance for all instructions. A posture of attention is expected before teachers continue.
- Teachers use 'least invasive intervention first' strategies to manage non-compliance.
- Teachers ensure praise is specific and linked to Hillel values where possible.

2. Teachers' planning ensures units of work are coherently sequenced to create strong schemas for pupils and build on their prior learning.

- Teachers use pre-unit quizzes to ensure the prerequisite knowledge for the unit is in place prior to its commencement. Unit planning is then adjusted to take account of the results.

- Teachers ensure that they use plans created by subject leads to ensure coherence within and across year groups and that learning is broken down into small chunks.
- Teachers are supported by subject leads to understand the desired outcomes of each unit with a focus on key concepts and good subject knowledge.
- Teachers plan lesson activities to ensure that pupils think hard about the desired learning objective and are not cognitively overloading.
- Teachers identify and plan for potential misconceptions.
- Teachers scaffold lessons to ensure they are inclusive for all pupils and that all pupils will be sufficiently challenged.
- Teachers plan lessons which require a smartboard presentation using the WHPS smartboard template, ensuring the inclusion of: Retrieval practice, key vocabulary displayed throughout, key concepts covered, I do (modelling and explanation), we do (guided practice), hinge question/ checks for understanding, you do (independent practice). This sequence may span one lesson or a series of lessons. Instructions are clear and kept visible for pupils.

3. Teachers (as experts) model and explain concepts to pupils using strategies which support understanding and challenge for all. (I do)

- Teachers keep their explanations lean and focused on the L.O and refer to key concepts.
- Teachers explain concepts to pupils in an age-appropriate way.
- Teachers begin explanations by explicitly linking new knowledge to prior knowledge



- Teachers use key vocabulary and a variety of examples and non-examples in their explanations and models.
- Teachers speak enthusiastically and confidently when explaining.
- Teachers use success criteria (co-constructed where possible) and WAGOLL to model excellence.
- Teachers model live using a visualiser where possible
- Teachers use think aloud to narrate their thinking while modelling a technique or method.
- Teachers ensure children are attentive and listening at all times. Regular checks for listening (not understanding) are used throughout explanations.
- Teachers use dual coding to enhance learning – a simple diagram or model is explained verbally rather than with lengthy text on the screen
- Teachers model the task explicitly and keep instructions in clear view for pupils to refer back to.

4. Teachers use well- thought out questioning throughout a lesson, in order to ascertain what pupils are thinking and understand and use the outcomes to adapt their teaching accordingly.

- Teachers use daily retrieval practice to aid pupil learning.
- Teachers use hinge questions at key points in the lesson to assess understanding and challenge misconceptions.
- Teachers check regularly for understanding of instructions

- Teachers allow sufficient wait time after asking a question to encourage maximum participation.
- Teachers use think, pair, share partners to encourage thinking and rehearsal before answering.
- Teachers use cold calling to ensure all pupils are thinking hard and are prepared with an answer. Timers are used to ensure pupils have an answer ready after a set amount of thinking time. Question, wait, name.
- When listening to the answers of other pupils, all hands should be down.
- Teachers push pupils for volume, clarity and accuracy (including correct use of vocabulary) when answering questions.

5. Teachers provide pupils with practice (guided and independent- (we do/ you do), ensuring a suitable level of challenge for all. Tasks are designed to encourage pupils to think hard about the learning objective and key concepts.

- Teachers use guided practice to support pupils to become familiar with new concepts before they attempt to work independently. Not every lesson needs a worksheet..
- Teachers set realistic work goals for pupils to achieve within a set time frame.
- Teachers ensure that independent practice is quiet so that pupils are able to think hard and focus. Appropriate levels of noise are set dependent on the task.
- Teachers ensure that tasks are sufficiently challenging for all pupils and provide scaffolds (including practical resources and manipulatives) for those pupils who need it; scaffolds are gradually removed over time once pupils become proficient.



- Teachers ensure that any worksheets used are designed by school staff and are completely aligned to the explanation, modelling and guided practice parts of the lesson.
- Teachers ensure resources are kept lean to avoid cognitive overload and to ensure pupils are thinking hard about the learning objective and key concepts.
- Teachers avoid distractions while pupils are working independently.(distractions leave a wake)
- Teachers revisit key concepts regularly through spaced retrieval practice to aid remembering.
- Teachers ensure pupils are given enough practice of core skills to aid automaticity.

6. Teachers regularly check for understanding and adjust their teaching and planning accordingly. Teacher feedback supports pupils to improve.

- Teachers ensure their classrooms have an ethos where making mistakes and the critiquing of work is normalised and encouraged.
- Teachers use a range of responsive teaching strategies to ensure they know what pupils are thinking and understand during a lesson eg hinge questions, mini whiteboards, live marking, use of visualiser and success criteria.
- Teachers marking and feedback focuses on the learning objective and success criteria.
- Teachers use a range of marking strategies, including verbal feedback, which encourage pupils to think hard about the feedback given and give them an opportunity to improve their work.

- Teachers use the agreed Wolfson Hillel marking codes in order to provide pupils with specific feedback.
- Teachers celebrate improvement and success by sharing excellent work and rewarding effort using Hillel value points.
- If pupils are not progressing as expected, teachers stay curious about why and do their best to understand the barriers and break them down for pupils.

Appendix of key routines

a) Entering the classroom (T and L principle 1)

EYFS

As children enter nursery/reception in the morning, teachers stand on the threshold with calming music playing.

There is an independent activity on the board inside the classroom for reception. Pupils are expected to start this on entering and will do this on their mini whiteboards. Nursery to begin free flow for their staggered start.

Every day start with good morning song

After the register, teachers to go through the visual timetable of the day (timetable should be visible for all children to see)

KS1/KS2

First thing in the morning, pupils enter when they arrive (soft start), are greeted by the teacher, and begin the independent task on the board.

There is an independent activity on the board inside the classroom. Pupils are expected to start this on entering and will do this in their 'rough book'



Behaviour policy

After morning break and lunchtime, pupils are brought to their class door by their teacher and line up outside the door to the classroom, calmly and quietly.

Teacher will stand at the threshold of the door with sight of the corridor and their classroom.

Teachers will greet each pupil in whichever way they choose (handshake/ verbal greeting etc)

Pupils enter classroom and get on with activity.

Any pupil who is not ready for learning will wait outside until they are calm.

Teachers will monitor behaviour in both the corridor and classroom from the threshold until all pupils are inside.

b) Lining up to leave the classroom/ walking around the school building (T and L principle 1)

EYFS

Teacher ensures class are calm before asking them to line up in their order **inside** the classroom. Send a few children at a time to line up. Sing lining up song (feet behind feet...)

Teacher ensures all pupils are quiet and ready to go before leaving the classroom.

Teacher reminds pupils that they should walk quietly (or silently if classes are in progress) on the left of the corridor.

Teacher walks at a pace allowing all pupils to keep together and monitors them throughout. TA to stand at the back of the line where possible to support children at the back.

KS1/2

Pupils are given a set lining up order, taking into account any particular needs/ issues within the class.

Pupils stand behind their chairs and tuck them in.

Teacher ensures class are calm before asking them to line up in their order **inside** the classroom.

Teacher ensures all pupils are quiet and ready to go before leaving the classroom.

Teacher reminds pupils that they should walk quietly (or silently if classes are in progress) on the left of the corridor.

c) Gaining pupils' attention (T and L principle 1)

EYFS

Teacher gets pupils' attention (ring an instrument, sing a song, clap) and then teachers use a fun interactive way of gaining children's attention eg 'macaroni cheese everybody freeze'

Teachers tell pupils what they want to see and their expectations. (ensure this is not too complex – max of 1/2 instructions) Use of fingers to exaggerate the steps if needed.

'When I get to 1 I want to see everyone on their carpet spaces with their eyes on me'

Teacher begins counting down to 1, scanning the room (exaggerate the looking) throughout and narrating as they go.

'3..... well done to these children who look like they are all almost ready..... still waiting for a few over here....

2..... we are all almost ready, just one more person.....

1'

Teacher waits for silence and for posture of attention on them before speaking again/ issuing the next instruction.

KS1/2

Teacher gets pupils attention (ring an instrument, sing a song, clap)

Teachers tell pupils what they want to see by the time they reach 1. (ensure this is not too complex – max of 3 instructions) Use of fingers to exaggerate the steps if needed.

'When I get to 1 I want to see everyone in their seats with their books in the middle of their tables and their eyes on me'

Teacher begins counting down to 1, scanning the room (exaggerate the looking) throughout and narrating as they go.

'3..... well done to this table who look like they are all almost ready..... still waiting for a few over here....

2..... we are all almost ready, just one more person.....

1'

d) Handing out equipment and books (T and L principle 1)

EYFS

Children to keep whiteboards in their trays and collect whiteboard pens from the box at the front.

Use of timer encourages speed of routine/getting whiteboards from trays.

KS1/2

Teacher allocates helping hands monitors each week.

Teacher asks helping hands to give out the books at an appropriate time in the lesson.

Books are kept in groups of row/ table order.

Helping hands put books at ends of row or centrally on tables and books are then passed along the row.

Use of timer encourages speed of routine

e) Starting pupils on their work (T and L principles 1, 4, 5)

EYFS

(same as below for rec phonics)

KS1/2

Teacher explains the task clearly with use of visualiser/ copy of task sheet on screen.

Teacher checks pupils have understood the instructions by repeating them/ asking pupils to repeat them.

Instructions remain visible on the board/ screen

Teacher insists on pupils' attention until they have finished speaking. Pupils should not be opening books/ taking out pencils while instructions are still being given.

Teacher uses 'ok...go' to indicate pupils can start work.

f) Hinge question/ showing whiteboards (T and L principles 4,6)

EYFS

Whiteboards are used in phonics - children will show teachers their writing/answers

Teacher asks pupils to have their whiteboard and pen ready in phonics

Behaviour policy

Hinge question is asked eg thumbs up/thumbs down

Teacher gives pupils thinking time.

Pupils hold the whiteboard to their chest

When time is up, teacher calls 3,2,1 show me.

All pupils show whiteboards at the same time.

Teacher scans room to check whiteboards

KS1/2

Whiteboards and pens are easily accessible for pupils at all times

Teacher asks pupils to have their whiteboard and pen ready.

Teacher waits for pupils to track them again

Hinge question is asked with multiple choice answers A,B,C,D

Teacher gives pupils thinking time. (set on timer)

Pupils write the correct answer so that the letter fills the entire whiteboard.

Pupils hold the whiteboard to their chest

When time is up, teacher calls 3,2,1 show me.

All pupils show whiteboards at the same time.

All pupils must show the whiteboard- this is not optional.

Teacher withholds the correct answer and scans room for range of answers.

80-100% correct- teacher questions some correct/ incorrect answers asking how pupils got that answer, then reveals correct answer and indicates this on the board- eg tick or highlight the correct answer. Move on.

40%-80% correct-

Make responses visible. Warm call

Daniel- you wrote A- how did you get this answer.

Jess- you wrote C-

Turn and talk

Reveal answer and remodel

Ask a follow up question.

g) Checks for listening (different to checks for understanding) (T and L principle 4)

EYFS

Checks are done regularly during explanations/ modelling and when giving instructions.

Are the children showing looking eyes/listening ears? Teachers to regularly check for this before teaching

KS1/2

Checks are done regularly during explanations/ modelling and when giving instructions.

Teacher to ensure pupils have a listening stance- tracking teacher and silent

eg choral response, explain, frame, reframe.

An equilateral triangle has all sides and angles the same.

What do we call a triangle with all sides and angles the same? (choral response 'equilateral')

What is special about an equilateral triangle? (choral respons- 'all sides and angles are the same')

h) Think, pair, share routine (T and L principle 5)

EYFS

Talk task partners- Tell children who their talk partners are and who is A & B (A will always go first).

Talk, task partners - children to practise this first and know who their partners are/practising turning towards each other.

Teacher to model the sentence the children will be saying for their talk task

Teachers allow children thinking time.

KS1/2

Teacher asks a question/ sets a challenge eg- explain how photosynthesis works

Teacher allows thinking time (set timer). Pupils may make notes on whiteboards.

Pupils turn to their partner. Sentence starters/ word banks support the discussion

Pupil nearest door starts.

Pupils are given set time to have answers ready (set timer)

i) Moving from carpet to tables and vice versa (T and L principle 1)

EYFS

When children are coming for carpet sessions, teachers to sing 'come to the carpet song'.

Pupils have carpet places in rows. Pupils are clear what row they are in.

Before children leave the carpet for free flow, remind children of expectations during play time and which rotation groups they are in

KS1

Pupils have carpet places in rows. Pupils are clear what row they are in.

Teachers use carpet row bingo strategy to promote good behaviour on carpet.

Teachers send rows to tables in a way that ensures they can begin work calmly and quickly.

j) Entering and leaving assembly (T and L principle 1)

EYFS

Pupils enter assembly in silence. Teacher with them ensures that they are sitting correctly and silently.

Teacher models this behaviour by not speaking to other members of staff during assembly.

At the end of assembly, pupils stand up when their class are called to leave. Teacher leads them out silently and continues to their classroom. Do lining up song routine.

KS1/2

Pupils enter assembly in silence. Teacher with them ensures that they are sitting correctly and silently.

Teacher models this behaviour by not speaking to other members of staff during assembly.

During tefilah, teachers should have a siddur and be following along with the children where possible.

At the end of assembly, pupils stand up when their class are called to leave. Teacher leads them out silently and continues to their classroom.

k) Tidy up time (T and L principle 1)



Towards the end of free flow, teachers to give children a 5 minute warning time with a shaker

Teachers to then play the tidy up song played through speakers but not too loudly (choose same song for all eyfs)

Staff to model and tidy up with the children.

When the class in tidy, teachers to sing 'come to the carpet' song

l) Entering and leaving the dining hall (T and L principle 1)

EYFS

Pupils are brought to the dining room by their teacher.

Teachers to take their class into the dining room and ensure they are sitting in their seats calmly and quietly before leaving them.

Pupils should remain seated at all times and put up their hands if they need help.

Staff to ring a bell and then call the children to line up by the door table at a time to go back to the classroom in a line.

KS1/2

Pupils are brought to the dining room by their teacher.

If pupils have not washed their hands for hamotzi in classrooms, they should do this outside the dining hall.

Teachers to take their class into the dining room and ensure they are sitting in their seats calmly and quietly before leaving them.

Pupils should remain seated at all times unless they are collecting food from the counter.

After eating, pupils should clear their plate, cutlery and cup and put them in the correct place on the trolley.

Year 1 and 2 pupils should remain seated until the teacher on duty has confirmed they can come out.

m) Going out and coming in from playground (T and L principle 1)

EYFS



Behaviour policy

As children enter nursery/reception in the morning, teachers standing on the threshold with calming music playing

Every day start with good morning song (Tash to provide song words)

After the register, teachers to go through the visual timetable of the day (timetable should be visible for all children to see)

Staff outside to support children to tidy up the EYFS playground, using tambourine to stop the children. Children to line up at the door calmly and quietly for their teacher to greet them and bring them in to register (if after lunch break).

KS1/2

At the start of morning break, teachers take their class into the playground (via doors stated below) and wait until they can see the teacher on duty is there.

(see lunch hall routine for start of lunchtime procedure)

After morning break and lunchtime, teachers should collect their children from the playground.

The children should line up in their line order and should be calm and quiet.

On entering the school, pupils in years 3-6 should be silent as classes are working

At the end of morning break

Year 1 to line up in 2 lines parallel to the fence to the Year 1 playground (1C nearest fence)

Year 2 to line up near the toilet doors and enter school through toilet doors.

Year 3 to line up near path gate (staff to come out via fire exit doors (nearest office) and take children up stairs nearest office)

Year 4 to line up near toilet doors, enter school through toilet doors and use stairs nearest 4J

Year 5 to line up by toilet doors, enter school through toilet doors and use stairs nearest 4J

Year 6 to line up by library doors, enter school through library doors and use stairs nearest 1C

At the end of lunchtime, children to line up in lines as above and be collected by staff.