

FRS YOUTH BEHAVIOUR POLICY

Aims of the policy

FRS aims to create a safe environment for its young people to learn, express their opinions, and personally develop, both as knowledgeable Jews and as members of society.

FRS aims to support and reinforce positive behaviour across all age groups and across all activities within our youth environment.

The Values

מה-רבו מעשיך, יהוה-- כלם, How great are Your works, God! In wisdom you have
בְּחָכְמָה עָשִׂיתָ; made them / us all;
מְלֵאָה הָאָרֶץ, קִנְיָךְ. the earth is full of Your creatures.

Psalm 104:24

If we think of each other as a wondrous creation of God's it is tricky to disrespect each other.

Expectations:

Chanichim (Participants) are expected to:

1. Treat each other with mutual respect.
2. Respect each other's and the synagogue's property.
3. Listen and respond to teachers, leaders, madrichim and each other.
4. Express themselves in a way that does not impinge on the freedom of others, including the freedom to participate confidently.
5. Behave appropriately at all times.

Chanichim can expect FRS to:

1. Have clear and specific recognition and rewards, guidance & sanctions, routines, structures and expectations.
2. Support youth in their development.
3. Treat chanichim fairly and with respect.
4. Provide an organised and safe environment.

General Rules

- No one should engage in any anti-social behaviour (including stealing, bullying, vandalism, disruptive non-participation, or anything deemed to be irresponsible).
- All allegations, indications and observations of bullying are taken seriously and investigated. Parents will be kept informed.
- All chanichim, both adults and younger people, should be particularly aware of those who are more vulnerable, e.g., those younger than you or those with special needs or those who are or feel themselves to be different.
- Mobile phone/electronic devices are not to be used during activities. We do not chew gum during activities.
- We expect chanichim to follow the instructions of all leaders – including teachers, assistants, madrichim and other support staff.

How we support and reward positive behaviour

Praise, praise, praise!

- We aim to notice and draw attention to the kinds of behaviour we like to see – politeness, thoughtfulness, helpfulness – and reward it by praise and other forms of age-appropriate recognition.

- It is important that all chanichim feel that they have a value and sense of worth within the group and that leaders and teachers ensure that the use of rewards is a positive influence within the classroom or activity site.
- At TAP, our Tuesday Afternoon programme for school years 6, 7 and 8, each class will, together with their teaching team, agree their ground rules for their class. This will include how everyone expects to relate to each other, as well as defining the behaviour the class does not deem to be appropriate. We will discuss our approach to creating a positive environment, where everyone respects others and feels respected. We will also discuss how central these values are to the journey toward and beyond a Bar or Bat Mitzvah at FRS

Approach to dealing with Challenging Behaviour

First

- We will praise those chanichim who are displaying desired behaviour; they deserve recognition
- If the behaviour doesn't disrupt a lesson, the teacher may acknowledge the individual and continue the lesson. A discussion after the session may take place
- A verbal warning will be given to correct undesirable behaviour with a clear promise of praise as soon as good or appropriate behaviour resumes

If problems continue

1. The chanich/a will be given an opportunity for 'time out' within the room to calm down, and then invited to re-join the group when they are ready. Children who choose to separate themselves from the group will be allowed /encouraged to do so [move to the back of the room or even under a table etc- as long as they are not disruptive or unsafe]
2. We will call on another member of staff to support the chanich/a in leaving the room and calming down elsewhere.
3. If there is extreme or repeated poor behaviour, the teacher will inform the Director of Education (or other senior member of staff) so tailored strategies for that chanich/a can be discussed and agreed with parents.
4. At TAP, if we feel that a young person is endangering themselves or others, or damaging property, a teacher may decide to ask them to leave the classroom and arrange for their parents to be called and for them to go home, after a discussion with the senior member of staff on duty that evening.
5. Note: Any sanctions will only apply to an individual chanich/a who has displayed the poor behaviour, never to a group because of the behaviour of one or some.

Working with parents

We value the support and involvement of our parents in establishing and maintaining appropriate behaviour and encourage them to communicate with us any concerns they might have. We also expect that parents will listen to and support our actions to improve both individual and collective behaviour. We usually deal with individual minor behavioural issues immediately without involving parents or escalating any problems. However, where a chanich/a's behaviour is giving cause for continued concern, we will talk with a parent to agree a course of action.

If there is continued misbehaviour, sufficient to disrupt the learning of others, cause danger or damage to property, parents will be notified and a meeting arranged. A behaviour contract may then be put in place, with specific rewards and sanctions. A short break from FRS programmes might be considered.