

Whitehill Junior School



Behaviour Policy

(To be read in conjunction with the
School's Anti-Bullying Policy)

Our Values

At Whitehill Junior School, we believe that a child's time with us is an important part of their preparation for the society in which they live.

We encourage a secure, caring environment with a calm atmosphere. We aim to achieve this by supporting children in assuming responsibility for their belongings, behaviour and working and playing with others. We encourage our Year 5 and Year 6 pupils to support the aims of the school through taking on a range of positions of responsibility including monitors for each class who take office for one term.

Within this environment and through our Core Purpose of Profound Individual Growth, we also assist each child in striving to reach their potential in all areas. This includes moral, spiritual, intellectual, physical and social development. Achievements in these areas are celebrated as often as possible.

It is important to develop mutual respect and foster positive relationships throughout the school, with due regard to equal opportunities in all aspects of school life and recognising the importance of different cultures. We aim for children to show self-confidence, self-control, sensitivity and consideration for others, to take pride in themselves and their school and show a persistent approach to tasks.

Within the school community, it is important to recognise that staff as well as children develop and, to this end, there is commitment to staff development.

When children experience success, it is usually down to strong, supportive and positive links between home and school, therefore, we encourage parental involvement and support.

Our Guiding Principles

At the beginning of each school year we remind the pupils to think carefully about the guiding principles which underpin our Core Purpose. These are:

- Working hard to be the best you can be
- Encouraging successful learning
- Building self-confidence in all
- Seeing the bigger picture
- Positive, considerate individuals achieving together.

We ask the children to think about what rules would be appropriate to help us all live and work together successfully and these are then included in our own **class codes of conduct**.

These might include, aiming to:

- ☺ Respect other people and their property
- ☺ Be kind to one another
- ☺ Work quietly and move safely and sensibly around the school

- ☺ Take care of our school environment
- ☺ Listen when others are speaking
- ☺ Always try to do our best

These rules apply when we are in school on the playground and out of school.

Rewarding Good Behaviour

These are some of the ways in which good behaviour is rewarded in our school:

- ☺ Verbal praise
- ☺ Stickers
- ☺ House points
- ☺ Certificates
- ☺ Special mentions in assembly
- ☺ Communication with parents
- ☺ Sending children to a senior member of staff
- ☺ Sending children to the Headteacher
- ☺ Whole class rewards

These are some of the ways in which we deal with challenging behaviour:

- ☹ Verbal or non-verbal warning
- ☹ Time out (a separate area in the class or with another member of staff)
- ☹ Loss of privileges
- ☹ Communication with parents
- ☹ Being sent to senior member of staff
- ☹ Being sent to Headteacher
- ☹ Behaviour support plan

How Parents Can Help

Parents have a vital role in promoting good behaviour in school and good links between home and school are imperative.

The school has a right to expect that parents will give full support in dealing with challenging behaviour.

We expect parents to let us know if there are any special behaviour difficulties at home, such as a trauma which may affect a child's performance or if there is ill health which may result in absence. The school will endeavour to provide a welcoming environment, involve parents at an early stage if there are disciplinary problems, and encourage an active involvement in the school through a wide range of activities and projects.

Definition of Bullying

“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups). [DfEE Circular 10/95]

Bullying is not tolerated at Whitehill. The Anti-Bullying Policy explains in detail our procedures and response to bullying. Children and parents can be assured that having drawn attention to their concerns, they will be carefully investigated and if substantiated, acted upon.

There will always be an emphasis on improving behaviour, however, eventually, if a child cannot improve, other agencies and strategies (including exclusion) will be employed. All instances of verbal or physical attack whether intentional or otherwise are taken seriously and dealt with. Serious or repeated incidents will involve the Headteacher and parents.

Exclusion from School

On very rare occasions, and after dialogue with parents, teachers and the child, it may be necessary for the Headteacher to exclude a child from school either on a temporary basis (up to fifteen days a term) or, in exceptional cases, permanently.

Exclusions would be carried out as a last resort, and would involve the school's governing body.

And Finally...

Other ways of supporting children's positive behaviour at home and at school include:

- ✓ Frequent praise and rewards
- ✓ Consistent good attendance at school
- ✓ Involvement of parents as often as possible

School rules are there to improve and protect everybody's right to a secure and happy environment.

A positive approach and attitude to behaviour improvement is more effective than severe punishments.

POSITIVE ATTITUDES CREATE POSITIVE PEOPLE