

Whitehill Junior School



Behaviour Policy

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

Why: Our Core Purpose

Behaviour at Whitehill is shaped by our Core Purpose of *Profound Individual Growth*. Our Core Purpose involves actively promoting the following behaviours: nurturing, listening, encouraging, collaborative and aspirational. Anyone walking around the school will see evidence of our Guiding Principles:

- 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.

How: Strategies

Positive behaviour is achieved through constructive relationships, quality first teaching, curriculum content and consistency. A significant factor is that pupils understand our Guiding Principles and are given agency as to how they translate into practice. For example, each year pupils collaborate to create **class codes of conduct**, based on the Guiding Principles. The process of creating the codes ensures that pupils have a deep and tangible understanding of the principles. Another example is the election process and work of the Junior Leadership Team. The Team is given autonomy (and funding) to propose and carry out projects, such as changing playtime arrangements to allow more space for quiet games and revamping the playtime toys.

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
- ☺ Being sent to a senior member of staff
- ☺ 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
- ☹ Behaviour support plan

Expectations for good behaviour apply when in school, on the playground and out of school.

Parent School Partnership

Parents have a vital role in promoting good behaviour in school; good links between home and school help to ensure that messages are clear and consistent.

The school expects parents will:

- give full support in dealing with challenging behaviour.
- inform them of any special behaviour difficulties at home.
- inform them of any circumstances which may affect a child's behaviour in school.

Parents can expect that the school will:

- provide a welcoming environment.
- promote and reward positive behaviour.
- respond constructively and fairly to challenging behaviour .
- involve parents at an early stage if there are particular problems.

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 our procedures and response to bullying.

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 for a fixed term (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.