

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, collaboration and aspiration. 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 fostering constructive, understanding, relationships; quality first teaching; curriculum content and consistency through investment in staff training. A kind and flexible approach that encourages high personal behaviour expectations in line with the child's individual abilities and vulnerabilities. Pupils in our school are offered a variety of options to help them cope with feelings both big and small that may in turn impact on behaviours and how they communicate with peers and adults. Pupils understand our Guiding Principles and are given agency as to how they translate this into practice. For example, pupils will work with their class teachers at the start of the year to personalise what this might look like within their class. The process of jointly creating these expectations and rules 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 or raising funds to support those less fortunate.

Recognising Behaviour Choices

These are some of the ways in which we reward **good behaviour**:

- Verbal praise
- Stickers
- House points
- Certificates
- Special mentions in assembly
- Communication with parents
- Being sent to a senior member of staff
- A visit to the Headteacher
- Whole class rewards

These are some of the ways in which we address **challenging behaviour**:

- Verbal or non-verbal warning (a redirection of behaviour through statement or hand gesture)
- Make time for a discussion with the pupil
- Peer mediation
- Time out (a separate area in the class or with another member of staff)
- Communication with parents
- Being spoken to by senior member of staff
- Pastoral support
- Internal isolation
- Liaising with or seeking advice from outside agencies
- 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 support the implementation of this policy by working with us to:

- encourage good working relationships
- promote and reward positive behaviour choices
- respond constructively and fairly to challenging behaviour
- communicate at an early stage if there is anything which may in turn affect behaviour.

Definition of Bullying

Although there is no legal definition of bullying, the DfE refer to bullying as 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. cyber, spreading rumours, excluding someone from social groups). [DfE Circular 10/95]

In short, our pupils learn 'STOP STOP' (Several Times On Purpose, Start Telling Other People).

Bullying is not tolerated at Whitehill. The Anti-Bullying Policy explains our procedures and response to bullying.

Suspensions from School

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

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

"Happy children learn; happy teachers teach well!"