

# Whitehall Junior Community School



## WHITEHALL JUNIOR COMMUNITY SCHOOL BEHAVIOUR POLICY

### **Mission Statement**

- It is the intention that this behaviour policy is supported & followed by the whole school community, parents, teaching & non-teaching staff, children & governors. It is based on a sense of community & the shared values which are set out in the aims of the school agreed by the staff & governors.
- We believe there are a series of key issues which significantly affect the behaviour of the children in school. These issues suggest strategies we should follow to improve behaviour. In turn, these strategies require the development of a series of behaviour plans.

A Behaviour Plan is a system that enables teachers to spell out the behaviours they expect from pupils & what pupils can expect from teachers in return. The plan provides a framework around which behaviour management can be organised. The aim is to have a fair & consistent way to establish a safe, orderly, positive school environment in which teachers can teach & pupils can learn.

In implementing our policy we intend to achieve the following aims:

- Applying a balanced combination of rewards & sanctions, to create a caring & orderly community where teaching & learning can take place in a safe & happy environment.
- To teach through the school curriculum, values & attitudes, as well as knowledge & skills promoting responsible behaviour & self-discipline & encourage in children a respect for themselves, for other people & their property.
- To challenge bullying wherever it occurs.
- To make clear to children the distinction between minor & more serious misbehaviour & the range of sanctions.
- To treat problems when they occur in a caring but assertive manner in order to achieve an improvement in behaviour.

### **AGREED PRINCIPLES**

We believe that the following are key issues at the heart of good discipline:

All staff promoting good behaviour.

We should:

1. Remember that we are "on duty" at all times. To ignore bad behaviour e.g. during lunchtimes, is to condone it.
2. Develop, support & implement Behaviour Plans for all areas of school life.
3. Ensure that all pupils are adequately supervised at all times.
4. Promote the philosophy of positive reinforcement through the whole school reward scheme.

Good classroom management & the good delivery of the curriculum

We should:

1. Develop a classroom behaviour plan where rules, rewards & sanctions are applied fairly, consistently and are clearly shared with the children on a regular basis.
2. Plan & organise the classroom & the lesson to keep pupils interested & motivated. The classroom should be organised. All staff should be well planned and organised. Resources should be clearly labelled and accessible.

Considerations should be given to:

- Furniture layout including any time out area,
  - Grouping of pupils
  - Pacing of lesson and the accurate differentiation of work in accordance with AfL and general good practice
  - Creating a positive atmosphere through a higher proportion of positive to negative comments,
  - Availability of resources.
3. Ensure that children feel safe in your class and know we are in control of the class.  
Move around in order to:
    - Continually scan behaviour
    - Address individuals without disturbing others,
    - Visit developing pockets of resistance & nip them in the bud,
    - Vary the pace of the lesson by setting targets for different abilities.
  4. Be punctual & have the lesson ready to start when the children arrive.

Good relationships with children based on trust, understanding & respect.

We should:

1. When communicating with children:

- be aware of stance, gestures, tone of voice etc. in order that we behave assertively but not aggressively,
- model the standards of courtesy & respect we expect from others,
- explain reasons for any reprimand. Make sure children know how disappointed we are & why,
- be fair & consistent. Listen to both sides of a dispute & only threaten/promise sanctions, punishments or rewards which can be carried out. Avoid sanctions which affect the work of other members of staff.
- Describe the behaviour- not the child.
- Be consistent in use of language & avoid any words or phrases which may be misinterpreted by parents or children.

2. Be mindful of children's considerations of what makes a good teacher.

3. Show respect for the children, their work & their surroundings by:

- Monitoring & marking children's work promptly,
- Displaying children's work attractively,
- Storing children's books carefully & neatly,
- Leaving areas tidy at the end of each day.
- Keep faith with the child & retain a sense of optimism that behaviour can improve.

Good relationships with parents/ carers.

We should:

- Encourage parents to attend Parents' Evenings,
- Consider formal involvement of parents where a child's behaviour is giving cause for concern,
- Communicate with & take opportunities wherever they arise to build relationships with parents.

Delivering a relevant curriculum which teaches good behaviour.

We should teach through the school's PSHE programme (including SEAL) and other subjects where appropriate, values, attitudes, knowledge & skills which will promote responsible behaviour & encourage self-discipline.

We should strive to develop emotional intelligence, competence & social well-being through all aspects of the curriculum while recognising the clear opportunity that timetabled PSHE lessons provide.

We should look for opportunities in the curriculum to develop equal opportunities for all where we are working in an atmosphere of continuing improvement. Reflection should be part of this development for all stakeholders.

A Behaviour Plan should have three parts:

- RULES that pupils should follow at all times;
- POSITIVE REWARD (PRAISE) for good behaviour
- CONSEQUENCE which will follow if pupils choose not to follow the rules.

### RULES

- Follow all adult instructions
- Be polite and respectful in all that you say and do
- Keep your hands and feet to yourself
- Accept all adult decisions
- Be responsible for all your actions

The number of rules for a particular plan should be kept to a minimum & should be of a positive nature in order that following them may be rewarded.

The reasons for rules should always be explained to children & they should relate to the school aims.

Depending on the needs of the school, rules can be made by the staff or in collaboration with pupils.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise & reward.

### POSITIVE PRAISE

Using positive praise is effective

- Gains attention;
- Gives the praise

- Relates the praise to the desired behaviour or class rule.

A motivational challenge is a specialised form of direction designed to:

- Enlist commitment;
- Show confidence in the children;
- Set up an occasion for the teacher to use praise.

There are 4 steps in a motivational challenge.

- The teacher gains attention;
- The teacher describes what s/he wants;
- The teacher gains the child's commitment- *"Do you think you can do this...?"*
- The teacher expresses confidence- *"I know that you can do this..."*

Children enjoy receiving praise and it is a known fact children's behaviour is positively affected by praise, support and guidance. Children feel valued and safe when positive praise is part of all classroom and school practice.

Dojo points are given for good behaviour.

Rewards are encouraged to reinforce the praise. These rewards can be -

- Verbal approval
- Dojo points
- Written comments in books
- Class certificates
- Letters to parents
- Responsibilities / jobs
- Table points
- Headteacher's award

Staff may chose their own form of reward that fits in with their classroom management. However, to develop a common understanding and to reinforce consistently good behaviour there will be a 'Star of the Week' from each group and will be nominated by each group teacher and given out at the end of each week.

#### WHOLE SCHOOL REWARD SCHEME

This is for all children.

We believe that operating a positive reward system promotes a good feeling for all.

The Whitehall Scheme is based on Dojo points through which children can be rewarded for academic and non-academic achievements, for effort, for being caring, for following school or class rules & for all behaviour that contributes positively to the life of the school.

Children's success is celebrated each week in assembly every Friday. Star students certificates are awarded during this assembly.

For special work or behaviour, children may be sent to the headteacher for an award.

Some teachers may also reward groups of children for example table points leading to prizes. Some year groups reward tables / groups of children. However, it is advised to keep a record of this in order to track behaviour as well as monitor the rewards effectiveness. It is also advisable not to single specific children for big rewards as this is sending the

wrong message. Rewards should always be received and given out publicly and celebrated as an achievable reward for all to strive for.

We believe that children respond to this positive approach where their efforts are seen to be valued and they make considerable efforts to improve their work, and where necessary, their behaviour.

### CONSEQUENCES

When a child shows inappropriate behaviour, consequences may be used effectively as part of a Changing of behaviour.

When organising their Behaviour Plan, teachers may need a system to keep track of misdemeanours in order to use sanctions fairly. Each year group should have a behaviour tracking system which will be used to monitor inappropriate behaviour and allow us to have a clearer understanding of children's behaviour patterns. .

After organising the learning environment and given children the best learning opportunities in a safe and stimulating environment if the children still challenge the school rules the following may be used as appropriate consequences as part of correction procedures:

#### Positive Reinforcement

Before using the sanctions below, the following strategies can be used...

Ignore- reward.....the teacher ignores the inappropriate behaviour & praises the children who are close to the target child & who are showing the desired behaviour.

Proximity- Moving to stand or sit closely to the child involved.

Diversion- Diverting the child's attention to something else.

Non-verbal gestures- Using the stop sign or other non verbal signals.

#### Consequences

1. **Reminder (Positive reprimand).....the teacher describes the child's mistake, describes what s/he should do; echoes the appropriate rule & backs up with praise – the reminder**
2. **Warning.....as above but the teacher describes the consequence if the child does not show the desired behaviour. A warning is shown by the name of the child being written on the board.**
3. **5 minutes Time Out within class and within view where they are able to see and hear the lesson**
4. **15 minutes playtime / lunch**
5. **Sent to Year Group Leader and whole of lunchtime in Detention. At this stage the year leader may contact parents.**

If a child does any of the following they will go straight to the Team Leader

- Fighting in class / around school
- Swearing – verbal or gesture
- Stealing
- Racism

It will be at the discretion of the Year Group Leader whether parents / carers are contacted. The DHT / HT should be made aware of the behaviour at this point

If at anytime children are in danger of hurting themselves or others or from their actions will become endangered and unsafe staff can use reasonable force to remove the child / children from a situation. We do not have a 'non contact' policy. Staff need to be able to take action to prevent a pupil causing harm to themselves or others in order to uphold their duty of care towards a pupil.

HT or DHT may be requested by the class teacher to speak informally to a child who is causing concern. Once the child is reported to the HT or DHT, s/he may follow a similar set of procedures already taken by the class teacher. There will be a discussion concerning further action to be taken. Further action could include

- Suspension of the child from a special activity, e.g. a trip as a one-off punishment. This punishment cannot be used if the activity includes an essential aspect of the National Curriculum Programme of Study. A child may be excluded from an activity if the Health & Safety of the other pupils cannot be guaranteed.
- Put on work report.
- Involvement of outside agencies.
- Verbal exclusion warning.
- Written exclusion warning.
- Temporary exclusion. NB A single temp. exclusion will not necessarily lead to a permanent exclusion.
- Permanent exclusion warning.
- Permanent exclusion

Decisions on the exclusion of a child can only be made by the HT or person responsible during absence. In excluding a child, the DfEE & LEA guidelines must be followed with the full involvement of the Governing Body.

#### Blanket Punishments.

We should try to avoid these. However, children should understand that they have a collective responsibility and that it is not always possible for staff to identify who has started or is causing a disruption. Where possible, children should try to distance themselves from such disturbances.

#### Behaviour Plan for Lunchtime

At lunchtime, supervision is carried out by the Principal Supervisor & staff. The supervisor & other members of staff must be treated with respect expected by all adults at Whitehall Junior Community School.

During the lunch hour, the school has the same expectations of behaviour of the children as for other times.

#### CONSEQUENCES

Any serious cases of bad behaviour – fighting / racism / swearing / bullying the children should be removed from the playground and into the Detention Room straight away. The children must be escorted into the Detention Room and not be allowed to 'wonder off' on their own as at that point the only person who they know is going to Detention is the person sending them in.

For persistent misbehaviour or incidents of a serious nature, the child will be suspended during the lunchtime period & Walsall guidelines will be followed.

Defiant or abusive behaviour towards lunchtime supervisors will not be tolerated and will lead to suspensions of lunchtimes and / or break time. Their name will be put in the Detention Book and monitored by the HT.

## MOVEMENT OF CHILDREN DURING LUNCH PERIOD

Movement around school is all our responsibility. We must ensure we reinforce all rules when children are in the school. We must not accept

- Running in corridors
- Shouting around school
- Pushing / pulling in any area
- Disrespectful behaviour – swearing, name calling, racism

Children who break the rules at any time will face the same consequences wherever possible.

## BEHAVIOUR PLAN FOR ASSEMBLY

### AIM

To promote a standard of behaviour which will enable the aims of the school's Collective Worship Policy.

### RULES

- Children to walk into assembly
- Silence expected & listen to music
- Children to respect person leading assembly by sitting quietly & listening.
- Music at end of assembly to walk out in silence, thinking & reflecting on the message of the assembly.
- Staff to supervise on rota basis and act as good role models at all times

### Consequences

#### for appropriate behaviour

- Verbal approval
- House points
- Leave the hall first

#### for inappropriate behaviour

- Sit away from other children – a 'time out' sit close to teacher
- Removed from assembly and sent to their year group leader or an AH.

### GUIDELINES

Unless otherwise requested, staff will supervise on a rota basis, one from the upper school and one from the lower school.

Learning Support Assistants will sit with designated child if appropriate to special needs.

### REFLECTION

Wherever possible children should be given the opportunity to reflect on their behaviour. School are currently looking at a variety of examples of reflection ideas to be reviewed at the next annual review of this policy.

This policy will be reviewed annually.