

# Whitstable Junior School

# POSITIVE BEHAVIOUR

# POLICY

*Please note: We are currently reviewing our Behaviour Policy as we develop a Relational approach to managing behaviour*

**Governors' Committee Responsible: Curriculum Committee**

**Policy Originator: Headteacher**

**Status: Statutory**

**Review Period: 3 Years**

**Date approved: March 2024**

**Next review date: March 2027**

**Signed:** \_\_\_\_\_ **Chair of Governors**

**Signed:** \_\_\_\_\_ **Headteacher**

# Whitstable Junior School

## Positive Behaviour Policy

*To be the best we can be – a child-focused approach.*

### Mission Statement

*‘Learning today for Life tomorrow.’*

#### Whitstable Junior School Community Code

- **Be Safe**
- **Be Kind**
- **Be Responsible**

At Whitstable Junior school we believe every child has the right to learn in an environment where they can thrive both educationally and emotionally so that they are prepared for life tomorrow. We believe that to thrive children must feel **safe** and experience **kindness**. Therefore, there is an expected standard of behaviour and conduct which all members of our community are committed to upholding. Our pupils are taught to take **responsibility** for all aspects of their learning and this extends to the choices that they make about their behaviour. Staff understand the need to balance a consistent approach to behaviour management with responding to and nurturing the individual needs of every child and, therefore, this policy is not a manual for behaviour management, merely a set of agreed principles and procedures that have been formed in conjunction with staff and pupils.

#### Introduction

This document is a statement of the aims, principles and strategies for Whitstable Junior School.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the AEN and Inclusion policy, anti-bullying policy, PSHE policy, child protection / safeguarding policy and the policy for teaching and learning to establish the general ethos of the school.

#### Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. The policy is written to promote The Whitstable Way.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents / carers are informed and are aware of the disciplinary procedures at what point?
- To provide a system of rewards to encourage positive behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.

### **Principles**

**Every child has the right to learn but no child has the right to disrupt the learning of others.**

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of collaborative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

**We need to teach good behaviour in a positive manner, just as we teach the academic curriculum.**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **Rules**

Following consultation with staff and all pupils via the School Council, the following rules have been adopted and should be applied to all areas of the school environment and general school life.

- Be safe
- Be kind
- Be responsible

### **Key principles for positive behaviour**

- Good behaviour is linked to consistency, predictability and clear routines
- Be relentlessly positive with all children
- Use rewards in a visible and consistent way

- Remain calm and compassionate
- Consistently refer to the rules
- Behaviour is communication – children must be heard
- Natural consequences given

## **Responsibilities**

Staff should:

- create a positive climate with clear expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- identify reasons and patterns of behaviour;
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

Children should:

- keep to our rules – be safe, be kind, be responsible.
- work to the best of their abilities, and allow others to do the same;
- keep teachers informed of incidents;

Parents/ carers should:

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- get their children to bed at a reasonable time so that they are fresh for school the next day;
- show an interest in all that their child does at school;
- foster good relationships with the school;
- support the school in the implementation of this policy;
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.

Governors should:

- support the partnership between home and school;
- monitor and evaluate the implementation of the schools behaviour policy.

## **Rewards**

### ***Daily and weekly***

- Every child has a personal avatar on the Carrot rewards site. Teachers reward individuals daily via the website.
- Rewards are based around the school's curriculum drivers and rules.
- Children receive verbal praise, smiles and stickers.
- Children may also be added to the Board of Brilliance as an in-class visual reminder of those following the class expectations.

- Every week, class totals are displayed in assembly and the class with the highest total receive a treat (treats include extra break, cartoon time, board games etc.)
- Carrot reward points are also linked to the houses and totals are revealed in assembly each week.

Safety Code	Playground Code
<ol style="list-style-type: none"> <li>1. Never leave the school without permission.</li> <li>2. Always walk on the left in the school building - never run.</li> <li>3. Ask permission before leaving the room.</li> <li>4. Obey fire regulations.</li> <li>5. Always tuck your chair in.</li> <li>6. Never stay in a classroom at play or at lunchtime without an adult.</li> <li>7. Use the toilets properly, and remember to wash your hands.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay in the appropriate part of the playground.</li> <li>2. Obey and respect all adults.</li> <li>3. Show consideration to all children.</li> <li>4. Place all litter in a bin.</li> <li>5. Take care of the playground equipment.</li> <li>6. Play safely.</li> <li>7. Line up in your class's designated stop waiting for the teacher at the end of break and lunch.</li> <li>8. Always use the correct entrances.</li> </ol>

- Following verbal praise from the class teacher exceptional pieces of work are shown to the Headteacher or Assistant Headteacher's in their absence. Sometimes this may also be with the co-ordinator of a subject.
- Each week, one child is picked by the class teacher to be praised in assembly as Star of the Week.
- Once a term, children are picked for a headteacher's acknowledgement in assembly and a note then goes home.
- At the end of the day, parents can be notified at pick up of good behaviour.

### Core Values

**Determination** - never give up, even when it's hard  
**Trust** - stay true to your word  
**Fairness** - take part, do your share  
**Respect** - value yourself and others  
**Responsibility** - always make the right decision  
**Caring** - kindness and friendship to all



*“The standard you walk past is the standard you accept.”*

**Movement around school**

Children will move around school quietly, **walking** on the left.

Lower School Teachers will lead classes to the dinner hall

When whole classes are moving around the school this will be either in single file lines or paired lines in silence. Adult at front and back of the line.

Children will stop and let an adult past.

**In class**

Children will sit with both feet on the floor.

Chair tucked in.

Looking at the speaker.

When a member of staff / pupil is addressing the class all pupils will be silent and looking at the person talking.

Children will quickly/immediately respond to the silent stop signal

At the end of each session children will tidy their tables / pens / pencils away.

When leaving the room chairs tucked in.

**Uniform**

Children will wear the correct uniform everyday. Spare uniform in the BCR. Children not in correct uniform will be asked to change and parents notified. (Be aware of any children with sensory needs who have permission from Headteacher or SENCo to have adaptations to the uniform.)

No jumpers around waists.

No jewellery. Check if this could be for religious reasons and if not sure contact the parent.

No nail polish / false nails / tattoos – office will call home and ask them to be removed the next day.

Hair to be tied up.

Permission needed for personal belongings.

**Break / Lunchtime**

No sharing of food (at break / lunch)

Lunch trollies outside classrooms.

All children use Upper school toilets at break and lunchtime.

No unsupervised children inside at break / lunchtime.

# Welcome!

Shake hands.



Wave



High 5



Fist Bump.



Hug



Dealing with challenging behaviour:

30 second script

Remember to be discreet and walk and talk where possible.

1. “ (NAME), I notice that you are... (Specify unwanted behaviour.)”
2. “Were you being (safe / kind / responsible)?
3. “If it continues then you have chosen to (explain sanction e.g. go to another class, talk to teacher at break, sit on bench for x minutes.)”
4. “Do you remember last week when you (highlight example of the child succeeding in following the rule.)?”
5. “That is who I need to see now (NAME)”
6. “I know you can succeed.”
7. “We will talk about this at the end of the session.”

Then walk away to give ‘take up and time’ and to avoid getting into a negotiation or shifting of blame.

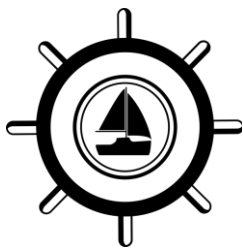
At Whitstable Junior School, we follow 3 simple rules:		
S	Be Safe	Are you being safe?
K	Be kind	Are you being kind?
R	Be responsible	Are you being responsible?

APPENDIX 5: INVOLVEMENT CARD STAGES

Whitstable Junior School

STAGES OF INVOLVEMENT CARDS (IC)

STAGE 1	STAGE 2	STAGE 3
<p>Parents informed of the need to place a child on an involvement card / escalate the stage of the card                      Parent and child informed of the duration of the card.                      Programme of support developed to manage the child's behaviour (where necessary)</p>		
<ul style="list-style-type: none"> <li>• IC to be completed after every session by CT / LSA</li> <li>• Child to meet with mentor X1 / week</li> <li>• IC sent home to be shared with parents on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• IC to be completed after every session by CT / LSA</li> <li>• Child to meet with mentor X1 / day</li> <li>• IC sent home to be shared with parents on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• IC to be completed after every session by CT / LSA</li> <li>• Child to meet with mentor after every session</li> <li>• IC sent home to be shared with parents on a weekly basis</li> </ul>
<ul style="list-style-type: none"> <li>• Review meeting to examine behaviour of pupil in relation to IC focus</li> <li>• Pupil taken off IC and monitored</li> <li>OR</li> <li>• IC escalated to STAGE 2</li> </ul>	<ul style="list-style-type: none"> <li>• Review meeting to examine behaviour of pupil in relation to IC focus</li> <li>• Pupil taken off IC and monitored or downgraded to stage 1</li> <li>OR</li> <li>• IC escalated to STAGE 3</li> </ul>	<ul style="list-style-type: none"> <li>• Review meeting to examine behaviour of pupil in relation to IC focus</li> <li>• Pupil taken off IC or downgraded to stage 2</li> <li>OR</li> <li>• IC escalated to STAGE 3</li> </ul>



# Whitstable Junior School

Oxford Street, Whitstable, Kent, CT5 1DB

Tel: (01227) 272385

Head Teacher : Ms Sarah Kent

*e-mail: [manager@whitstable-junior.kent.sch.uk](mailto:manager@whitstable-junior.kent.sch.uk)*

Date:

Dear Parent / carer,

Your child has work to complete at home tonight as their behaviour today prevented them from completing this in class.

It is important that they complete this work to ensure they are ready for tomorrow's learning.

Please sign and return with your child's work tomorrow morning to a member of staff on the gate.

Yours sincerely,

Sarah Kent

Headteacher

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Child's Name:

Date:

My child has completed the learning as requested.

Name:

Signature: