



**Westray Junior High School**  
Head Teacher: Mr Andrew King

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**Policy**

**04.12.07**

## **Promoting Positive Behaviour**

At Westray Junior High we feel that it is important to promote a caring and supportive environment which enables all members of the school community to feel secure, valued, respected and where all relationships are positive.

The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the school curriculum.

**Our aim is to achieve this by:**

- Working towards a shared understanding between staff, pupils and parents
- Recognising the rights of every person to an environment conducive to learning
- Showing respect, consideration and courtesy towards others
- Developing a sense of pride in our school community
- Dealing with one another in a fair, consistent and honest way
- Promoting self-esteem
- Ensuring a happy safe and secure environment
- Developing understanding and tolerance through co-operative learning

Details on rewards and sanctions are published separately.

## **Rewards and Sanctions**

### **Rewards**

Rewards are always better than sanctions. Rewards are often the key to good behaviour and effort. We celebrate the positive contributions and efforts of our school community in the following ways.

#### **By:**

- Praise and comment
- Display of work and photographs
- Celebration of achievement through assemblies
- Letters home
- Achievement folders
- Media articles
- Merit cards
- Certificates

## Sanctions

Rewards are always better than sanctions but sometimes these are appropriate.

When normal teaching methods do not have the desired effect the following guidance outlines the hierarchy of sanctions.

1.	Classroom
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- In class action e.g. eye contact with the pupil, physical presence around room, verbally correcting, etc.
- Moving a pupil to another seat, more assertive verbal correction, talk privately to pupil to one side, 2 minute cool off.
- Talking to pupil after lesson or calling pupil back at break/lunchtime. May place in break time detention held by the class teacher.

Very occasionally it may be appropriate to put a pupil outside the classroom for a very short time.

2.	Referrals
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### Secondary

- Yellow referral forms are used to advise the Head of Year where there is an on-going problem. This enables the Head of Year to gain an overview of any developing issues or problems. The yellow referral form is not a request for the Head of Year to discipline a pupil. The Head of Year may decide to involve the Head Teacher.

### Primary

- Behaviour issues in the Primary Department are dealt with by the Class Teacher and the Principal Teacher.
- More serious or more protracted behaviour issues are addressed in consultation with the Head Teacher

3.	Contact with Parents
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Contact with parents will normally be made by the Head Teacher or Principal Teacher after thorough investigation of the issues. At this point support from external agencies can occur. Contact is generally made by telephone and may be followed up by a letter or a meeting.

4.	Monitoring
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### Monitoring Cards

To further support a pupil over a specific issue it may be appropriate at this point to give a two week monitoring card, so both parents and school can monitor the pupils progress towards expected behaviour and / or effort.

An evaluation of progress will occur and this will be communicated to parents and staff in writing. Parents will be invited in at the end of the 2 week period to sign off.

5.	Internal Exclusion
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A pupil may be placed under supervision in the Head Teacher's office for either a part or a whole day where they will be expected to continue their normal school work.

6.	Exclusion from the school
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The school will follow the Authority's Exclusion Policy.