



CHALKWELL HALL JUNIOR SCHOOL

Positive Relationships, Behaviour and Attitudes Policy

Reviewed and Approved by:	Governing Body
Date Reviewed:	February 2024
Next Review Date:	February 2027



**Tenacitas
Trust**

School Behaviour Statement

Chalkwell Hall Junior School is school built on a culture of respect for all. We live a belief of equality of opportunity and have an endless tenacity to remove barriers and allow our children and adults to succeed in life.

The way this is achieved is through relationships. Everyone involved in Chalkwell Hall Junior School strives to ensure positive relationships; promoting self-esteem, self-worth and high expectations of ourselves and each other.

"No significant learning occurs without a significant relationship"

Dr James Comer

Our school core values call for all our community to show:

- >- Respect
- >- Responsibility
- >- Resilience
- >- Co-operation
- >- Creativity
- >- Enquiry

And our school motto of 'if we believe, we will achieve' gives us aspiration to do the best we can.

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour."

Paul Dix

At Chalkwell Hall Junior School we believe that by developing positive social, emotional and learning behaviours our school community will thrive.

"Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ."

Duckworth & Seligma

At Chalkwell Hall Junior School, we use three very simple rules:

Ready Respectful
Safe

These are displayed in all classrooms, around the school and set clear boundaries for expected behaviour within our school. These rules are discussed with the children on a regular basis, both in assemblies and within the classroom.

Everyone involved with Chalkwell Hall Junior School is expected to follow them at all times. Adults in school will build strong, positive relationships with every child and adult within our community. They will model our core values and rules at all times and will visibly expect others to do the same. Any child who is struggling with the following our rules will be supported immediately, with an expectation of improvement.

All of our children have the right to:

- >- A safe space where everyone cares about their opinions and wellbeing
- >- Receive high quality, personalised learning which involves them, builds upon their successes, ensures progression and involves their parents/carers
- >- Have social, emotional and academic learning planned for them across the day with explicit feedback given (within the classroom, during transitions, on the playground...)
- >- A strategic response to individual, group and cohort development with planned next steps
- >- Scaffolded support to learn the strategies needed to follow our school rules
- >- Have adults working with them who are observant, open, inclusive, understanding, patient and emotionally intelligent.

Every child deserves a Champion – an adult that they know will never give up on them. The key to great behaviour is meeting the individual need of the child. Remember: behaviour is a communication of need!

Through the acts of daily care, generosity of spirit and the genuine interest we show in each other, we will maintain a culture of kindness and respect. Children bring their behaviour experiences from home into school with them; learned at home, rehearsed in their community and delivered to the school learning environment.

By carefully shifting responses, adults in school can affect positive change to learning barriers. We will:

- Identify the behaviour we expect
- Explicitly teach behaviour
- Model the behaviour that we are expecting
- Practise behaviour
- Notice excellent behaviour

- Create conditions for excellent behaviour to be achieved by all.

Changing the way that we react to emotive situations is difficult. We all need to challenge each other if we see behaviour which doesn't mirror our agreement. There is one proviso
...challenge should always follow our culture of kindness; it should not seek to degrade or embarrass.

Rewards

Children will receive public positive praise when they are genuinely seen to be following our school rules and demonstrating our core values. The children can be rewarded for positive behaviour in a variety of ways:

- Simply noticing all good behaviour and effort and verbally praising this whenever seen, for example: well done; that is fantastic; brilliant; you're a star, etc. Praise should always be specific, targeted and sincere.
- Conversations with parents/carers on the playground.
- Communication home to praise effort and behaviour.
- In class, Teachers and Learning Support Assistants can give one house point when they notice excellent behaviour or effort to individuals or the whole class. House points are given in line with our core values as highlighted on our postcards: Respect, responsibility, resilience, co-operation, enquiry and creativity. For example: a very good, well thought out question or answer; achieving above that expected through hard work and determination; being exceptionally polite and courteous; being extra thoughtful, etc.
- If a child has shown excellent behaviour, kindness or our core values outside of class time – for example: in the corridors, at playtimes, breakfast or after school club, in the school office, extra-curricular activities etc. they will be given a gold star as a reward.
- Any child who receives a house point or gold star during the week will place this in the collection tubes in the hall.
- Every Friday in assembly the house with the most points will be celebrated.
- An Achievement Certificate should be given out to one member of the class each week for exceptional behaviour and/or *effort* (again linked to the core values on the postcards).
- Achievements are celebrated in the school newsletter.
- Postcards are sent by the class teacher via the post as a way to celebrate a pupil excelling in one of our core values. Each class teacher should send on average one postcard per week.

We will appoint and train a number of children to act as positive role models and support with appropriate behaviour. These include: Junior Governors, Reading Ambassadors, Digital Leaders, Eco Warriors and Sports Leaders.

Staff will model courteous and polite behaviour eg greeting others in school with a "Good morning" or "Good afternoon" using names where possible. Wellbeing is a priority and children will be shown that we care about their wellbeing. Time will be given to support any child who needs some 'talk time' when they arrive in school at an appropriate time.

"There is no alternative to the hard work; building relationships with those you would rather not, resetting expectations for those who trample them, being relentlessly positive and retaining a poker face when confronted with challenging behaviour"

Paul Dix

Sanctions

When a child is not following the school rules or showing our core values, they need our support and understanding. Conversations should remain calm, professional and respectful at all times. This must be consistently applied by all adults at all times. This will allow children to feel supported, secure and valued.

We can help dysregulated children by:

- Remaining calm
- Being curious about what their behaviour might be communicating
- Empathising with their feelings
- Listening and then reflecting back what we have heard including naming feelings

Following on from an incident where the school rules have not been followed, it is imperative that the adult who initially dealt with the incident (supported by a colleague/SLT member if appropriate) should conduct a restorative conversation as soon as possible.

When we see behaviour that is not following our school rules, it will be challenged – never ignored.

A consistent script used by all – adults will use the following

ASK – let the child know expectations to refocus to target behaviour: e.g. *"I've noticed you are calling out and not following our class rules. I'm asking you to please put your hand up. Thank you"*

REMIND – if after the 'ask' request has not been followed, then a reminder is now given:

e.g. *"I've asked you to not call out and you have continued to do this. I am now reminding you to please put your hand up. If you continue to break our class rules, there will be a consequence."*

CONSEQUENCE – if after a further reminder, the behaviour has continued then a consequence will take place: e.g. *"You have now been asked and reminded and you have chosen to continue to break our class rules, you have chosen to receive a consequence."*

For some behaviours (for example being physical or a verbal outburst), an 'ask' or 'remind' is not appropriate and a child will receive a consequence. If behaviour/rule breaking continues, the same process is repeated using 'Ask' and 'Remind' and the following system of consequences will be followed if a child uses inappropriate behaviour in class:

Consequence 1

- Conversation to take place at the end of the session with time to reflect (no more than 5 minutes)
- initials recorded on board
- 3 in a week, inform parents and record on CPOMs

Consequence 2

- loss of playtime/part of lunchtime
- parents informed by Class Teacher
- record on CPOMs

Consequence 3

- sent to Year Group Leader's class with work to complete in silence and on their own
- YGL to speak to child at appropriate time
- miss break and lunchtime - parents informed by Class Teacher

Consequence 4

- sent to DH or HT
- Parents informed by DH/HT, meeting to be arranged to discuss and put in steps to support child.
- Consequences can be used throughout the school, in maths sets, PPA time, dinner time assemblies etc.

If the rules of Ready, Respectful, Safe are not followed out on the playground, adults must follow Ask, Remind, Consequence as above and the following consequences will apply:

Consequence 1

- Conversation with duty teacher/MDA, stay by adult for short period of time (no more than 5 minutes)

Consequence 2 (*for behaviour where Ask/Remind not appropriate)

- At breaktime, stay with duty teacher for rest of playtime
- At lunchtime, taken to library for time-out/cool down for 10 minutes
- Class teacher informed (parents informed by Class teacher/duty teacher if appropriate)

Consequence 3 (*serious/persistent/defiant/rude behaviour)

- At breaktime, sent to Year Group Leader
- At lunchtime, sent to Lead MDA
- miss rest of break/lunchtime - parents informed by Class Teacher

Consequence 4 (serious behaviour -verbal/physical)

- sent to DH or HT
- Parents informed by DH/HT, meeting to be arranged to discuss and put in steps to support child.

Once an incident is dealt with, the child has the opportunity to move on.

At Chalkwell Hall Junior School, we use CPOMS to record our concerns and actions. This system is for the transfer of information. It is to make a record and undertake analysis over time.

If there are any concerns about a child's behaviour or wellbeing, a member of the Safeguarding Team or Pastoral Team must be notified.

If a regular occurrence of receiving behaviour consequences occurs this must be discussed with the Learning Mentors, SENCo and a member of SLT and a meeting set up with the parents as soon as possible. For persistent low level disruption or poor attitude to learning a report card may be set up which should be discussed with parents and reported to them on a daily basis. This report card should have clear targets for the child to achieve. The usual procedure would be to have a report card with the class teacher first then a member of SLT if improvement is not evident, then the HT. This process may be accelerated, depending on the circumstances.

As a school we acknowledge that each child, class and year group are different and there may be some cases where the rules for certain pupils have to be reviewed or changed.

The class teacher would inform the Head and Deputy of these changes.

Serious behaviour

There is some behaviour which will not follow the consequences procedure and will go straight to consequence 4, for example (not exhaustive):

- Verbal abuse to Staff, pupils and others, including swearing at an adult or racist verbal abuse
- Physical abuse to/attack on Staff or pupils
- Actual or threatened violence against another student or a member of staff.
- Indecent behaviour
- Damage to property
- Theft
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour, such as persistent disruption to lessons, non-compliance or disrespect to adults or pupils in school.

Consequences for these types of behaviours could be loss of privileges or a greater amount of time sanction e.g. a whole week off the playground, loss of extra-curricular clubs, loss of opportunity to represent the school at a sports event, being taught away from class base or internal exclusion/isolation.

If a child's behaviour is extreme or persistent there may be a need for **fixed period exclusions** or in very rare cases, **permanent exclusion**. See appendix 2.

Appendix 1

Behaviour and standards

Our general expectations:

- Pupils should be quiet in learning quiet time or “getting ready to learn” time unless asked to discuss something by an adult so that they can listen to other people
- Pupils should be silent when switching classes from maths/comprehension/spelling sets etc
- Pupils should be silent when moving around the school
- Pupils should be silent coming in/going out from break/lunch (particularly when using the stairs)/going home at the end of the day
- Staff should walk with their classes and position themselves where they can best observe pupils.
- When heading to lunchtime clubs independently they need to be quiet and sensible
- Pupils should walk when in school

Break/Lunchtimes:

- Pupils should freeze when hearing the whistle is blown and wait to be directed by the member of staff on duty to their lines.
- Teachers should be out promptly to collect classes at the end of break or lunch
- Pupils should line up without talking and tuck shirts back in at the end of break/lunch
- Teachers must support the MDA team at lunch or duty staff at break when on the playground
- LSAs must support transitions at strategic places around the school.

Uniform:

- Shirts should be tucked in
- Pupils not in correct uniform will be warned in the first instance
- Contact will be made with the parent if there is no improvement.

CHALKWELL HALL JUNIORSCHOOL
SUSPENSION & EXCLUSION POLICY

Rationale

This policy, which is an appendix of Positive Relationships, Attitudes & Behaviour Policy, deals with the policy and practice which informs the School's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use suspension as a sanction.

Introduction

The decision to suspend/exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the Positive Relationships, Attitudes & Behaviour Policy
- (b) If allowing the pupil to remain in School would seriously harm the education or welfare of the student or others in the School.

Suspension and exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role). Suspension or exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to Staff and others, including swearing at an adult or racist verbal abuse
- Verbal abuse to pupils including swearing or racist verbal abuse
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Serious actual or threatened violence against another student or a member of staff
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Suspension & Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues.

General factors the School considers before making a decision to suspend /exclude

- Suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to suspend or exclude a pupil either permanently or for a fixed period the Head will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegation taking into account the Positive Relationships, Attitudes & Behaviour Policy, Equal Opportunity, Anti-Bullying and Race Equality Policies.
- Allow the pupil to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may suspend/exclude the pupil.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of pupils giving cause for concern will be assessed.
- Triggers or antecedents established.
- Individual programmes will be planned to help modify inappropriate behaviour
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled. Our whole school rules, Ready, Respectful, Safe, are understood and followed by all stakeholders.

The aim of our Positive Relationships, Attitudes & Behaviour Policy is:

- to help pupils realise the appropriate behaviour and provide Strategy/guidance on putting it right

- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that pupils are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

Types of suspension/exclusion

1. Fixed term suspension (formerly known as being 'excluded')

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all suspensions and exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. Parents are able to seek advice from the Local Authority if they have concerns, and may also contact the school's governors following an exclusion if they wish to.

Parents of all pupils who are suspended on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. Provision for a Common Assessment Form (CAF) will be made with the parents/carers. Pupils will be placed on the Inclusion team's cohort.

Lunchtime Suspensions:

Students whose behaviour at lunchtime is disruptive may be suspended from the School premises for the duration of the lunchtime period. This will be treated as fixed term suspension and parents will have the same right to gain information and to appeal.

Alternatives to suspension:

Alternative strategies to exclusion are:

- Being placed on the Inclusion team's cohort and receiving appropriate support.
- Internal suspension - the pupil is sent elsewhere in school for a fixed period of time
- Managed move to another school for a fresh start.