Vision, Values and Aims

Our vision is to be an outstanding school where children are happy and safe, staff are valued, parents are engaged and the community is proud. All members of our school community will work together to be the best they can be.

Children will live the “REACH” values

Our ‘REACH’ school values will be the main focus of everyday life in school, including whole school assemblies. The children and staff ‘live’ the vision and values. House points and rewards are awarded for children demonstrating our values in school.

The children and their future are at the centre of all we do.

Our School:

- encourages each child to have a voice and participate in all aspects of school life;
- is a happy, safe and nurturing environment;
- offers a broad, balanced curriculum through topics with an emphasis on basic skills;
- develops enquiring minds, independence and the confidence to make choices;
  - develops healthy and positive attitudes to learning and living;
- develops opportunities beyond the classroom to enable children to learn about the world they live in;
  - looks to the future, embracing the role of new technologies;
- encourages the whole community to do their best, to develop professionally and academically;
- works closely in partnership with parents, other schools and the wider community.
Aims of this policy

- To provide a friendly, secure, supportive and positive learning environment.
- To maintain an open partnership between parents, pupils and the school.
- To marginalise bad behaviour by promoting good behaviour.
- To ensure all adults in the school present a positive role model for pupils.
- To encourage pupils to develop self-discipline and personal accountability.
- To create and maintain a positive and caring environment in which children are disciplined without destroying their self-esteem.
- To fulfil the criteria set out by the 'National Healthy Schools Award' with regards to emotional health and well-being.

The effective promotion of positive behaviour requires the involvement and commitment of pupils, teachers, learning support assistants, mid-day assistants, administrative staff and governors, i.e. every member of the school community, coupled with close communication and partnership with parents and carers.

Receiving praise should be part of every child’s daily experiences to promote self-confidence and high self-esteem. It is the adults’ responsibility to ‘catch children being good’.

As an inclusive school the needs and abilities of pupils, including special educational needs, are taken into consideration in the implementation of this policy.

In school the children follow the Golden Rules

As a school we have adopted Jenny Mosely’s Golden Rules for promoting positive behaviour.

✓ We are gentle – We don’t hurt others
✓ We are kind and helpful – We don’t hurt anybody’s feelings
✓ We listen – We don’t interrupt
✓ We are honest – We don’t cover up the truth
✓ We work hard – We don’t waste our own or others’ time
✓ We look after property – We don’t waste or damage things

Class Rules and Consequences

As well as these rules each class creates a set of class expectations/rules. These are always positive for example, ‘We always’, rather than ‘We don’t’. There are a maximum of 4 rules in FS classrooms and visual clues, social stories and role play are used to demonstrate their meaning. In KS1 classrooms the class rules are displayed in class along with the consequences for breaking them, again this is created by teacher and class together. In KS1 the children are then encouraged to sign the rules, demonstrating their understanding and agreement. A copy of these are sent home at the beginning of the year.

Adults in school respect all children and recognise that mistakes will be made from time to time. Children are helped to consider their actions and following this are given opportunities to demonstrate making good choices, for which they can receive positive praise.
As a school we recognise that for a minority of children at some time there may be a need to demonstrate the seriousness of their actions e.g. the use of bad language, physical violence against another party, blatant defiance. In these instances the children will be asked to go to the Head Teacher. Time out will be given and the children spoken to about their actions. Parents will be involved at the Head Teacher’s discretion.

Grudges will not be borne and children will be given opportunities to be praised and rewarded for positive behaviour.

The children have worked with the junior school children to create rules for the playground and the dining hall. (See Below)

**Rewards**

Good behaviour is rewarded by praise from the teachers and other adults within the school. Certificates and other rewards are given out, by the Head/Deputy Head Teacher at ‘Celebration Assembly’, every Friday to further encourage children to do their best. Our rewards are given for effort rather than attainment.

With the involvement of the school community we have adopted a House Points system. The house names were chosen democratically and a competition held amongst the children for the design of the crests for each house and a house slogan. The house names are based on castles in Essex with each house being allocated a colour: Colchester is red, Hadleigh is blue, Hedingham is yellow and Mountfitchet is green.

![House Crests](image)

All children will take part in a democratic voting system to elect a Captain and Vice-Captain for each house on a termly basis. They will be responsible for collecting the points from the classes each week of the term in which they are elected.

Children can earn House Points for a number of different reasons e.g. being kind or helpful, for good effort during a lesson etc. When a point is awarded the children will take a coloured token which matches their house colour and place it in the class token collector. At the end of each week every class will count up the number of tokens for each colour and will take the results to Celebration Assembly where they will be recorded electronically so that the children can see the visual representation of collating all the points across the school. The winning house for that week will be celebrated in assembly and a coloured ribbon for their house will be attached to the House trophy.
In the playground:

Chalkwell Hall Infants and Juniors have worked together with pupil representatives from both schools to develop a set of Playground Rules. There is now one Mid-day Team working at lunch time to give consistency and create an ethos of using praise to promote positive behaviour.

Infant children will be given House Point tokens when they are spotted following the Playground Rules or if their actions are particularly kind or helpful. Children will take their tokens back to class at the end of lunch time and put them in the class collector.

Playground Rules:

Dining Hall Rules:

The Role of the Mid-day Assistants

The major part of the MDA’s role is to ensure the safety, security and well being (physical and emotional) of the children during the lunch time period.

As an important part of the school community, Mid-day Assistants should also promote positive behaviour by supporting the school ethos of helping children to be as
independent as possible and make their own decisions. This should be done by encouraging the children to reflect on their own actions and decide whether they have made good choices. Mid-day assistants must consider the age and understanding of children and use appropriate language when talking with them about incidents.

Consequences

- A verbal warning can be given twice along with reminders about the Playground Rules and encouragement for the children to make the right choices: If the first warning and reminder about Chalky’s Choices/ Chalky’s Rules is not effective, then the senior Mid-day Assistant will speak to the child. Along with this, encouragement to follow Chalky’s Choices/ Chalky’s Rules and to make the right choices should also be given.

- Should children repeatedly make poor choices the Senior Mid-day Supervisor will refer the child to one of the Head Teachers or a member of the Senior Leadership team. Parents will be informed and investigation will then take place as to any underlying causes which might be adversely affecting the child. School recognise that behaviour is a means of communication.

Persistent breaking of rules in the classroom and or in the playground

Behaviour is a form of communication: as adults we have a duty to investigate what is behind the behaviour.

A child needing to be spoken to about their behaviour, in the classroom or in the playground and despite opportunities being given to earn House Point tokens is not responding, is trying to tell us something. Adults must consider any underlying causes and parents should be included in the discussion as soon as possible so that school and home work together to support the children. Parents need to be approached sensitively and the whole experience should be a positive one. Remember: It is not the parents’ fault and nor is it the children’s. It may be necessary to involve the Assistant Head for Inclusion.

If a child commits a serious offence, such as:

- Repeated swearing
- Using physical violence
- Running out of school
- Deliberate vandalism
- Stealing
- Bullying

then the above consequences can be bypassed and the child be sent to the Head/Assistant Head Teachers and the parent/s contacted. All children will be treated fairly and consistently so the applied consequences for bad behaviour make the distinction between serious/minor offences apparent.

Incidents of this nature will be recorded on the child’s SIMS file by the Pupil Data Officer and in the Behaviour Log kept in the Headteachers’ office.
In extreme circumstances
In extreme circumstances, where children have appeared to deliberately hurt an adult or another child in an aggressive or violent way, and only when all other avenues have been explored, the Head Teacher can use her discretion and may decide to exclude children for a fixed period of time. This decision can only be made following a detailed investigation. The details of the procedures to follow are laid out in the DfE document: Exclusions from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017.

Strategies to help promote an ethos of good behaviour through mutual respect and positive reinforcement throughout the school between all members of the school community

Classroom:

- The teacher/learning support assistant should always be in the classroom ahead of the children and be ready to greet each child on arrival.
- Be positive; praise good/improved behaviour – both whole class and individuals.
- Gain children’s attention and acquire silence first, before giving instructions.
- Make alternative arrangements for checking children’s work to avoid getting trapped by a queue of children waiting for work to be checked.
- All mobility should be purposeful and encourage independence.
- When working with a group of children, continue to retain awareness/oversight of the whole class.
- Use misconceptions as a stepping stone to further thought: **Respect not ridicule.**
- Always insist on good manners and pick children up on this: Please, thank you and excuse me should be conspicuous words.
- Listen when you are being spoken to.
- Have a working silence during registration. Children to answer to their names politely.
- Purposeful noise is welcome; this is not a quiet school.
- Encourage school uniform.
- Encourage punctuality.
- Differentiation to take into consideration all pupils’ needs and allow for appropriate levels of challenge.
- Model respect and appropriate responses at all times.

Around the school:

- Good behaviour around school must be encouraged and praised at all times and rewarded with House Point tokens.
- Show disappointment if you hear that one of your children has misbehaved elsewhere in the school.
- Always take the opportunity to **praise good behaviour** and reward with House Point tokens.
- General cleanliness and tidiness in the classroom and around the school affects attitudes and behaviour (part of the ‘hidden curriculum’).
- Children should be praised for walking inside the school building: ‘Well done for walking’, is a good way to remind children of what they should be doing and encourages children to take responsibility for their own behaviour. This discourages unruly behaviour in a positive way.
All adults should be responsible for the behaviour of all children around the school.

In the Playground:

- Good behaviour in the playground must be encouraged and praised at all times.
- Mid-day Assistants will use the Playground Rules to help children consider their actions.
- Mid-day Assistants can recognise children demonstrating good behaviour and being particularly helpful or friendly to another child in the playground by rewarding children with a House Point token, which the children will add to the token collectors in their classroom at the end of lunch time.

In the Dining Hall:

- Good behaviour in the dining hall must be encouraged and praised at all times.
- Mid-day Assistants will use ‘Chalky’s Choices’ to help children consider their actions.
- Mid-day Assistants can recognise children demonstrating good behaviour and being particularly helpful or friendly to another child in the dining hall by rewarding children with a House Point token, which the children will add to the token collectors in their classroom at the end of lunch time.

Extreme Behaviour
In the event that the implementation of de-escalating strategies, including removing other children from the classroom/immediate area, has not had the desired impact, then in line with the Physical Intervention Policy, it may be necessary to use restrictive physical intervention (RPI) for one of the following three reasons:

1. Action is necessary in self defence
2. There is an imminent risk of injury to the child or others
3. There is a real risk of damage to property

As stated in the Physical Intervention Policy, RPI should only be used as a last resort. School is a safe environment and children should not be ‘chased’ or held unless there is risk from any of the above list.

Incidents of this nature will be recorded on the child’s SIMS file by the Pupil Data Officer and in the Behaviour Log kept in the Headteachers’ office.

Managing the behaviour of children reluctant to come into school
In line with the Physical Intervention Policy, children who are reluctant to come into school, despite verbal encouragement from staff and parents will be brought into the School Office through the main entrance by the accompanying parent/adult. They will be met by a trained Learning Mentor who will show the parent and child to the Acorn Room, where the parent will calm the child down. The Learning Mentor will support the parents, providing resources as required. There are no time constraints attached to this.

When the child is calm the parent will leave and the child will be accompanied to class by the Learning Mentor.

Should there appear to be an on-going problem, a meeting will take place with the parent and class teacher, underlying issues will be investigated, strategies discussed and a plan drawn up.
Exclusions:
Chalkwell Hall Infant school follow the statutory guidance as set out in the DfE document: Exclusions from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017.

In line with these guidelines it is only the Head Teacher who can authorise any exclusion.

Chalkwell Hall Infant School recognises the ages of the children and understands that behaviour is a means of communication. The school works hard with children and parents to investigate any emotional difficulties and to put strategies in place to help children overcome these.

It is only in extreme circumstances that a child would receive a fixed term exclusion. Exclusion would only be considered in line with the above guidance.

All staff adhere to the school policy on Safeguarding and Child Protection.

Monitoring, Evaluation and Review:

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy should be read in conjunction with the following policies:
Safeguarding and Child Protection
Anti-Bullying
Positive Handling
Special Educational Needs
Equalities