CHALKWELL HALL JUNIOR SCHOOL

BEHAVIOUR POLICY
Co-ordinator: Mrs R. Perman

CHALKWELL HALL JUNIOR SCHOOL
MARKING POLICY

School Behaviour Statement

We believe that good behaviour is important if we are all to achieve the potential we have within us, both in the school environment and in other areas of life. We strive to help our children to acquire self-discipline and self-control. We believe these attributes help us to assume and fulfil our potential in society as a whole.

Aims of the Policy

To encourage a calm, purposeful and happy atmosphere within the school.
To foster a caring attitude to all.

RESPECT RULES

All our school rules will stem from our RESPECT RULES
'R'esponsible for our own actions
'E'ffort put in to do our best
'S'elf confident in our own abilities
'P'repared to help others when needed
'E'quality of opportunity given to all
'C'areful to respect people and property
'T'reated well ourselves at all times

These rules, displayed in all classrooms and around the school set clear boundaries for expected behaviour within our school.
At the beginning of the year, each class will create a maximum of 6 more rules pertinent to their class. The rules will be displayed in a pyramid shape denoting a hierarchy of rules throughout the year. Class rules will be reviewed on a regular basis and can be changed.
RESPECT rules and all other rules stemming from this will be discussed with the children on a regular basis both in assemblies and within the classroom.
Alongside rules there is a clear set of consequences and rewards for behaviour.

Consequences if a child chooses inappropriate behaviour:

1st Consequence- Verbal warning explaining their actions
2nd Consequence- Name written on the board
3rd Consequence- Name underlined and sent to another class for 15 Minutes
4th Consequence – Sent to Mr Spence or Mrs Perman
5th Consequence- Parents are informed

There are some behaviours which will not follow the consequences and will go straight to consequence 4 and 5, for example physical violence.
Consequences can be used throughout the school, in maths sets, PPA time, dinner time assemblies etc. The child has to inform their teacher if they have been given a consequence. If the child does not do this, they face more consequences.
If a child reaches consequence 3- being sent to another room twice in one week, they could also miss part or all of their Golden time.

Rules for around the school
RESPECT rules will be displayed all around the school. If a child is running, being silly or very noisy in the corridors and the stairs the consequences will be slightly different. During one week-
1st Consequence - their name will be written on a board in the staff room
2nd Consequence- their name will be underlined and they will be sent to Rebecca
3rd Consequence- their name will ticked and they will be sent to Richard

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 people have to reviewed or changed. The class teacher would inform the Head and Deputy of these changes.

Rules for outside the school
RESPECT rules and class rules are also used out of school on school visits.

1st Consequence- Verbal warning explaining their actions
2nd Consequence- Name written down by Class teacher
3rd Consequence- Name underlined and sent to Group Leader
4th Consequence – Sent to Mr Spence or Mrs Perman after the trip.
5th Consequence- Parents are informed

When the children are in Chalkwell Park school rules still apply.

1st Consequence- Verbal warning explaining their actions
2nd Consequence- Name written down by Class teacher
3rd Consequence- Name underlined and sit out lesson for 15 minutes
4th Consequence –Mr Spence or Mrs Perman sent for (phone office)
5th Consequence- Parents are informed

Rewards
The children will be able to 'earn' squares for their positive behaviour. 100 squares is the equivalent to 30 minutes Golden time. This can be taken at any time except during core subjects. Children chose Golden time activities.

Home School agreements
A Home School agreement will be sent out at the beginning of the year for children, parents and staff to read and sign.

Fixed period exclusions and permanent exclusions
If a child's behaviour is extreme there may be a need for fixed period exclusions or in very rare permanent exclusions. See Appendix 1- Exclusion Policy

Reviewed and Approved by:

Date: September 2010