



**VAUGHAN**  
Primary School

# BEHAVIOUR

SEPTEMBER 2023



# Working Together

**Vaughan Primary School is a community of learners where:**

- **there is an atmosphere of mutual respect in which all cultural backgrounds are valued and celebrated.**
- **we provide a calm, stimulating and challenging environment to promote independent and collaborative learning.**
- **we expect school and home to work in partnership, sharing responsibility with the children for their learning and behaviour.**
- **we expect and encourage everyone to achieve their full potential.**



# Working Together

**R esilience**

**E nthusiastic**

**S mart**

**P olite**

**E ncouraging**

**C aring**

**T ruthful**



# Aims of the Behaviour Policy

- **To ensure that there is agreed, acceptable behaviour for a safe and secure teaching and learning environment**
- **To ensure a consistent approach and clear boundaries so that children know what is expected of them and why**
- **To provide opportunities for children to develop self-awareness and personal responsibility**
- **To help children develop strategies to effectively manage their own behaviour and that of others**
- **To promote self-esteem and provide an environment where everyone feels equally valued**
- **To ensure that staff are aware of their collective responsibility and of relevant support structures**
- **To develop a partnership with parents in promoting positive behaviour**
- **Outline our system of rewards and sanctions**



# BEHAVIOUR PRINCIPLES

## Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff, parents, governors and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and positive intervention are used consistently by staff, in line with the behaviour policy and in the case of positive intervention, school safeguarding and Local Authority procedures
- The behaviour policy is understood by pupils, staff, parents and governors
- The Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and suspensions
- Pupils are supported to take responsibility for their actions
- Parents/carers are informed (in accordance with the behaviour policy) about behaviour incidents to foster positive relationships between school and home

**The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every 2 years.



# Behaviour Thermometer




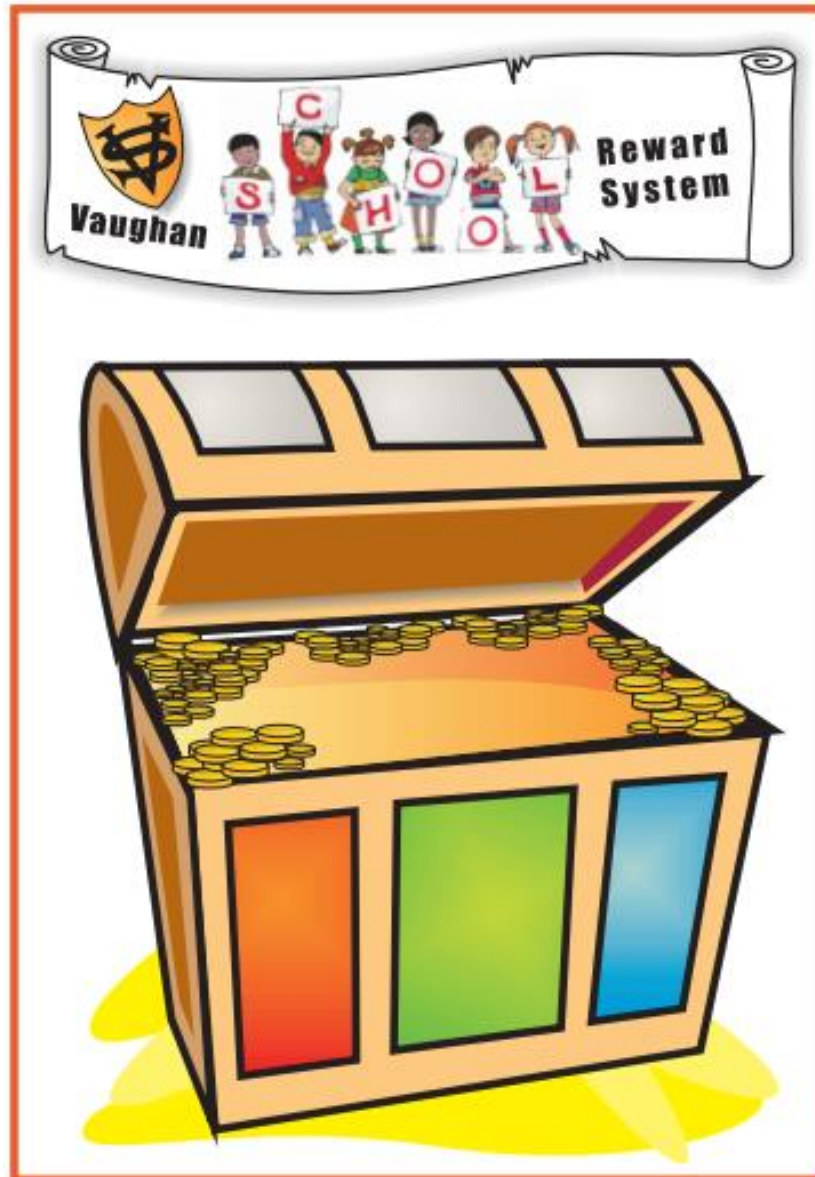
<b>Formal Procedure</b>	28. Permanent exclusion 27. Eight day external exclusion 26. Five day external exclusion 25. Three day external exclusion 24. Two day external exclusion
<b>SMT</b>	23. Whole day external exclusion 22. Half day external exclusion 21. Internal exclusion 20. SMT meet parents, pupil on report. If this behaviour continues you move up the steps 19. Child with SMT all day. Phone call home, letter and Community Service within the school
<b>LINK CLASS</b>	18. If the behaviour continues next step is explained 17. Yellow warning card shown
<b>Parallel Class</b>	16. Move to link class for the rest of the day with work and a reflection sheet. (Incident sheet goes home) 15. Pupil given purple card and shown the next step 14. Loss of playtime 13. Move to parallel class and purple incident sheet sent home
<b>IN CLASS</b>	12. Verbal warning that if the right choices are not made you will move up to the next section and lose half of Golden Time 11. Pupil sits alone 10. Move to a different table and lose 5 minutes Golden Time 9. Warning tone of voice 8. Say pupil's name 7. "I'm about to ..." positive tone of voice 6. Praise other pupils' good behaviour 5. Warning card 4. Remove distraction 3. Non-verbal warning - stand by child 2. Non-verbal warning - finger to lips 1. Eye contact



<b>Formal Procedure</b>	Persistent behaviour requiring SMT
<b>SMT</b>	Continuing the behaviour in parallel and link class Physical aggression against a member of staff Leaving school without permission Loss of control/extreme behaviour Bullying ALL THE ABOVE BEHAVIOURS GO STRAIGHT TO STEP 19
<b>LINK CLASS</b>	Continuing behaviour in purple steps Theft and vandalism
<b>Parallel Class</b>	Continuing the behaviour in the green steps Refusal to follow instructions Verbal aggression, Swearing or physical aggression to another child Leaving the classroom without permission (in anger) ALL THE ABOVE BEHAVIOURS GO STRAIGHT TO STEP 13
<b>IN CLASS</b>	Lying STEP 11 Cheeky/rude answering back & being unkind STEP 10 Not Getting On With Work Calling Out Not Participating Low Level Disruption Distracting Others Talking Fidgeting Irritating Noises - STEP 1



# Reward Chest



<b>Examples of Ruby</b> Good manners. Following class routines. Doing their best. Good Listening. Following instructions.	Helping to tidy up classroom. Respecting property. Persevering. Bringing things in on time. Come prepared for lessons.	Working well with an adult. Good use of time. Good Sharing. Gentle play. Coming into assembly appropriately.
<b>Examples of Emerald</b> Showing respect to others. Being responsible for their own learning. Contributing to lessons. Making healthy choices. Keeping themselves and others safe. Taking responsibility for your learning		Everyday settling to soft start. Homework done on time. Sharing and taking turns. Having a go at something new. Respecting the school environment. Taking pride in their work.
<b>Examples of Sapphire</b> Consistently working hard. Outstanding contribution in lessons. Commitment to clubs, buddying, sports leadership etc. Reporting bullying and looking after each other. Bringing in extra homework.		Supporting others. Having a go, even when you find it difficult. Being a good friend outside normal friendship groups. Being a good team player.
<b>Examples of Silver</b> Representing the school in an outstanding manner within the community. Outstanding work on several occasions. Befriending and helping a new pupil. Extending their own learning. Always listening and behaving well on every trip.		<b>Examples of Gold</b> Representing the school in an outstanding manner within the community on more than 3 occasions. Consistently outstanding work. Consistently helping another child who maybe struggling Exceptional contribution to school life. Actively promoting anti-bullying.

This is a broad guidance for all staff.



# HOUSE SYSTEM

**The House system was introduced 2 Academic years ago.**

## **Rationale:**

- Develop a sense of identity
- Develop a sense of belonging and connection
- Promotes responsibility
- Celebrate achievements
- Competition

There are 5 houses: Ash, Beech, Elder, Oak and Willow. The House names were voted for by the school pupil community.

Pupils in Year 6 have applied and been elected as House Captains and Vice House Captains. This is an annual process. There will be a Parent Information Session regarding the House System this academic year.





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**Questions?  
Thank you for your  
attendance at this  
session**