



VAUGHAN
Primary School

BEHAVIOUR

AUTUMN 2025



Aims of the session

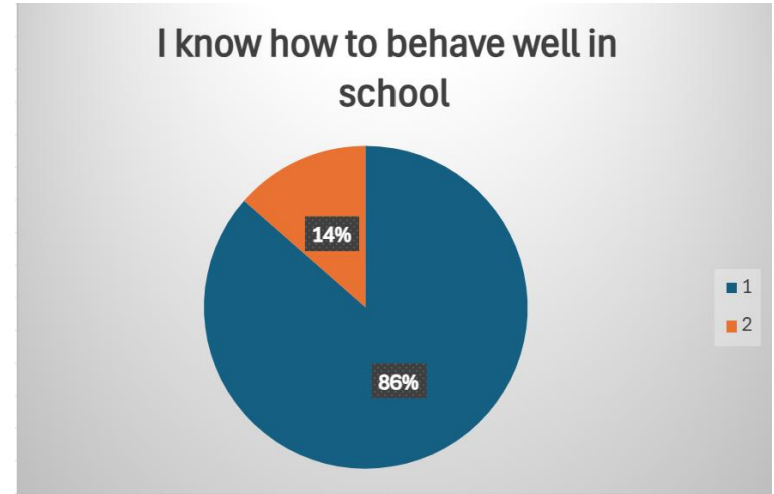
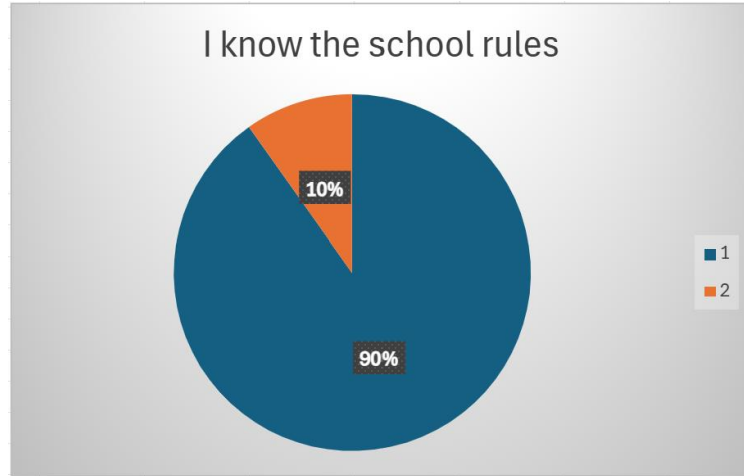
- **Understanding the key elements of the school's behaviour policy**
- **Feedback from pupil surveys**
- **Implementation of the behaviour policy at Vaughan Primary School**
- **Racism**
- **Questions**



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**

FEEDBACK FROM RECENT PUPIL BEHAVIOUR SURVEYS



Blue – agree Orange – Disagree or Not sure



Behaviour Thermometer



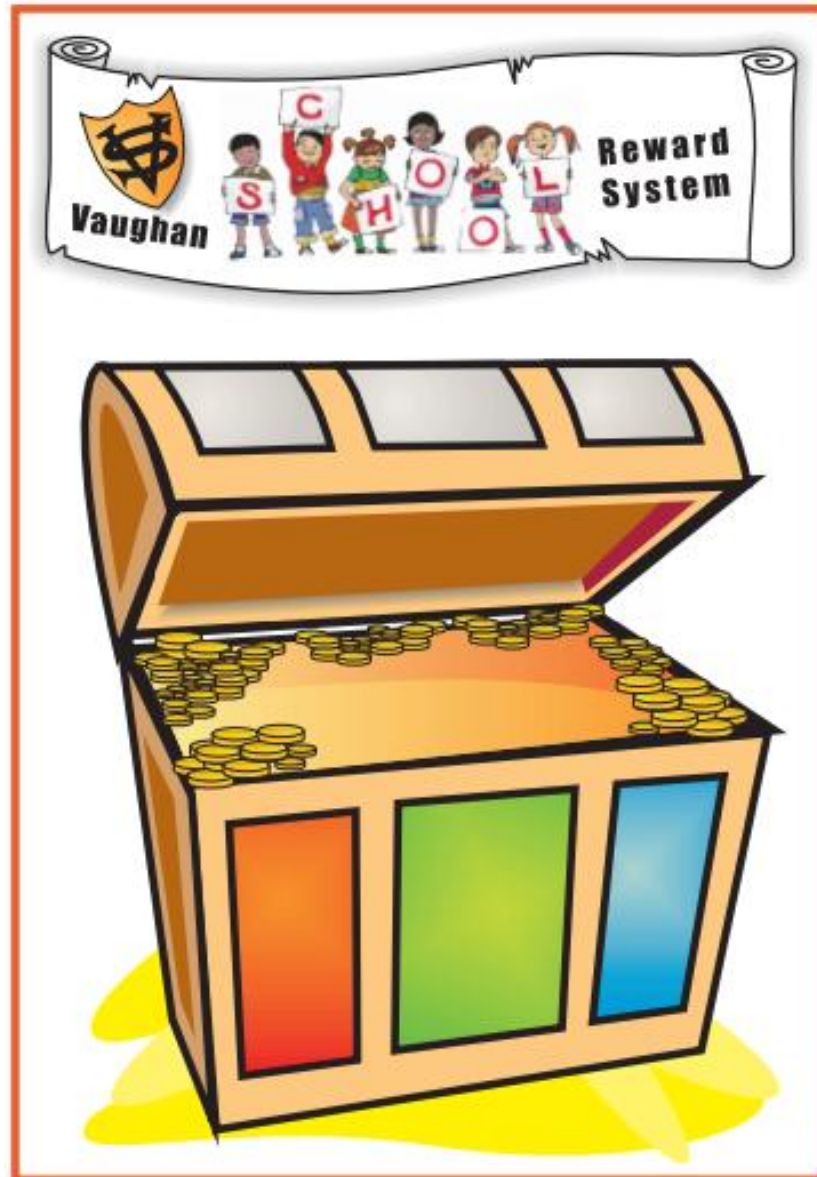
Formal Procedure	28. Permanent exclusion 27. Eight day external exclusion 26. Five day external exclusion 25. Three day external exclusion 24. Two day external exclusion
SMT	23. Whole day external exclusion 22. Half day external exclusion 21. Internal exclusion 20. SMT meet parents, pupil on report. 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
LINK CLASS	18. If the behaviour continues next step is explained 17. Yellow warning card shown
Parallel Class	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
IN CLASS	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



Formal Procedure	Persistent behaviour requiring SMT
SMT	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
LINK CLASS	Continuing behaviour in purple steps Theft and vandalism
Parallel Class	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
IN CLASS	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



Examples of Ruby 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.
Examples of Emerald 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.
Examples of Sapphire 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.
Examples of Silver 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.		Examples of Gold 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 Points system was introduced 3 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.



RACISM

Racist incidents are something that the school is dealing with more than I would like. Although this represents less than 0.2% of pupils, it is still a concern for the school. When investigated, the majority of incidents have led to the discovery of pupils hearing or being part of discussions in the home (including wider family) or pupils accessing content on social media platforms without parental knowledge linked to lack of parental controls.

Racist behaviour will continue to be challenged linked to the school's ethos, behaviour policy and anti-bullying policy. Pupils who have been found to be acting outside of these expectations will be sanctioned under the behaviour policy and/or anti bullying policy and racist incidents will be placed on a pupil's permanent school record under a safeguarding remit for school-to-school transfer and transition to high school. Parents whose children have been victims of racism may decide to take action beyond school (seek out the police matter). This is then beyond the school's scope.

There is a zero- tolerance policy towards racism at Vaughan Primary School. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986. The age of criminal responsibility is 10 years old. Pupils in the Junior School have been spoken to about this in assemblies and Pastoral sessions linked to British Values – Rule of Law.



RACISM

As a school community, we will continue to reinforce positive stereotypes and ensure pupils are respectful to all, irrespective of colour or ethnicity through the curriculum we teach, assemblies, workshops and days such as '**Show Racism the Red Card**' to continue to hold the importance of anti-racism high on the agenda.

The school is holding a '**Show Racism the Red Card**' day on **Friday 17th October** where there will a range of activities that continue to promote the stance of continuing to educate pupils on tolerance and acceptance of all individuals in Modern Britain and beyond.



PARENT PARTNERSHIP

Parents play a vital role in working alongside the school to promote good behaviour, helping to create a consistent and supportive environment that reflects the school's ethos of "to prepare our children for a happy future."

By reinforcing the school's values at home—such as respect, kindness, resilience and responsibility—parents help children understand the importance of positive behaviour both in and out of the classroom.

Open communication between home and school ensures that expectations are clear and that any behavioural concerns are addressed collaboratively. When parents actively engage with school initiatives, attend meetings, and support behavioural policies, they contribute to a unified approach that nurtures children's emotional wellbeing, social development, and readiness for a fulfilling future as a global citizen.



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Questions?

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