



## **PARENTS BOOKLET ON SCHOOL BEHAVIOUR**

### **AIMS OF THE SCHOOL**

Vaughan School welcomes the variety of experiences which the children bring with them and strongly values their cultural and linguistic diversity. We work to combat discrimination and prejudice by ensuring that equality of opportunity is promoted in all areas of school life.

The Curriculum is well planned and structured to meet the needs of all pupils and to develop their full potential in preparation for future learning and adult life. This is reinforced by a stimulating environment which supports children in their learning and creativity.

At Vaughan we expect children to develop their own self-discipline within a happy and safe environment. We encourage pupils to develop a positive self-image as well as an empathy for and understanding of others.

Our school is fundamentally a place of learning and equality of opportunity. It is of paramount importance that pupil behaviour is managed effectively so that the aims of the school can be achieved.

## **OBJECTIVES 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 achieve an environment where everyone feels equally valued
- To ensure that staff are aware of their collective responsibility and of relevant support structures
- To develop the partnership with parents in promoting positive behaviour

## **CODE OF CONDUCT**

At Vaughan School we wish to encourage children to take responsibility for their own behaviour and promote self-discipline by following the Golden Rules.

These are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do play well with others
- Do keep to playground safety rules
- Do care for your playground
- Do not hurt anybody
- Do not hurt people's feelings
- Do not waste yours and other people's time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth
- Do not spoil other's games
- Do not break the playground rules
- Do not damage or spoil anything

## **SCHOOL RULES**

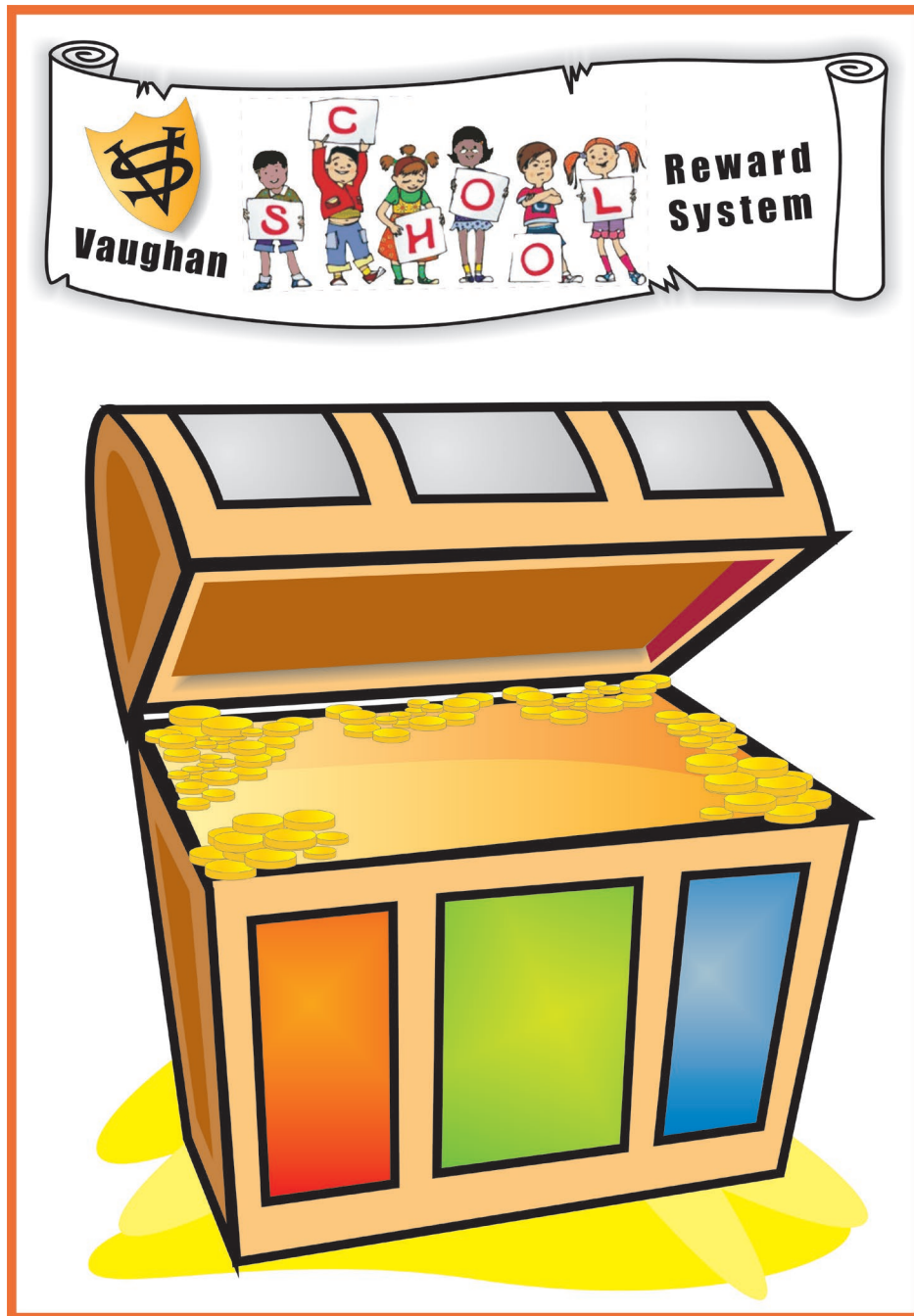
In our school we will:

- not partake in or condone bullying, swearing or the use of racist or derogatory language. (Please refer to the policy statements on bullying and racism).
- keep the school clean and tidy, so that it is a welcoming place we can all be proud of. This means putting all litter in the bins, keeping walls and furniture clean and unmarked, and taking care of displays, particularly of other people's work.
- always ensure good conduct when walking locally or on a school trip to show everyone what a good school we are.
- walk quietly inside the building and keep to the left. Opening doors, standing back to let people pass and helping to carry things when necessary.
- wear school uniform and take pride in our appearance. This includes wearing of the correct footwear.
- wear no jewellery (apart from stud earrings and jewellery related to religious conviction), make-up or nail varnish. Plain children's watches are permitted.
- only bring money for official reasons.
- ask a member of staff for permission to enter the building at break times.
- keep silent when we are required to be.
- arrive in class on time at the start of the day and after breaks.
- not eat sweets, chewing gum or bubble gum.

## **REWARDS AT VAUGHAN**

### **'Our Rewards Chest'**

The staff in the school will use the Rewards Chest as the main form of rewards.



Children across the school can be placed on the reward chest and awarded certificates in assembly for a range of behaviours. Examples of these are listed overleaf.



### Stickers

#### Examples of Ruby

Good manners.	Helping to tidy up classroom.	Working well with an adult.
Following class routines.	Respecting property.	Good use of time.
Doing your best.	Persevering.	Good Sharing.
Good Listening.	Bringing things in on time.	Gentle play.
Following instructions.	Come prepared for lessons.	Coming into assembly appropriately.

### Certificates

#### Examples of Emerald

Showing respect to others.	Everyday settling to soft start.
Being responsible for your own learning.	Homework done on time.
Contributing to lessons.	Sharing and taking turns.
Making healthy choices.	Having a go at something new.
Keeping themselves and others safe.	Respecting the school environment.
Taking responsibility for your learning	Taking pride in your work.

#### Examples of Sapphire

Consistently working hard.	Supporting others.
Outstanding contribution in lessons.	Having a go, even when you find it difficult.
Commitment to clubs, buddying & sports leaders.	Being a good friend outside normal friendship groups.
Reporting bullying and looking after each other.	Being a good team player.
Bringing in extra homework.	

#### 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.

## **RATIONALE FOR THE BEHAVIOUR THERMOMETER AND REWARD CHEST**

It has been found that standards of behaviour are better when there is a balance between rewards and sanctions within a caring community atmosphere. In addition standards of behaviour are also higher where the rewards and sanctions are applied consistently by all adults.

Rewards cover the broadest range of academic and non-academic achievement, including effort. These rewards are given instantaneously. If children receive a sapphire, silver or gold award, these are celebrated in a whole school assembly.

Through the Nurturing Programme all pupils understand that they are making a personal choice in their behaviour and that there is a consequence to the choices they make. There will be occasions when sanctions will be necessary. Sanctions will be fairly and consistently applied and to this end, all staff will use the Behaviour Thermometer.

The procedures for using the Behaviour Thermometer are set out in a staff pack. The procedures outline the kind of behaviour that triggers a child being placed on the thermometer and action that needs to be taken. It clearly outlines the point at which parents are to be notified.

The Behaviour Thermometer seeks to ensure all children are treated fairly and that disruption to everyone's learning is minimised. It also encourages a child to stop and think before escalating their negative behaviour. Any pupil who consistently moves up the Thermometer and is going out of class regularly will be referred for further support and intervention by SENCO to other services e.g. Learning Mentor, Behaviour Support Plan etc.

As with the 'Rewards Chest' the 'Behaviour Thermometer' will be displayed in all classrooms and shared areas of the school.

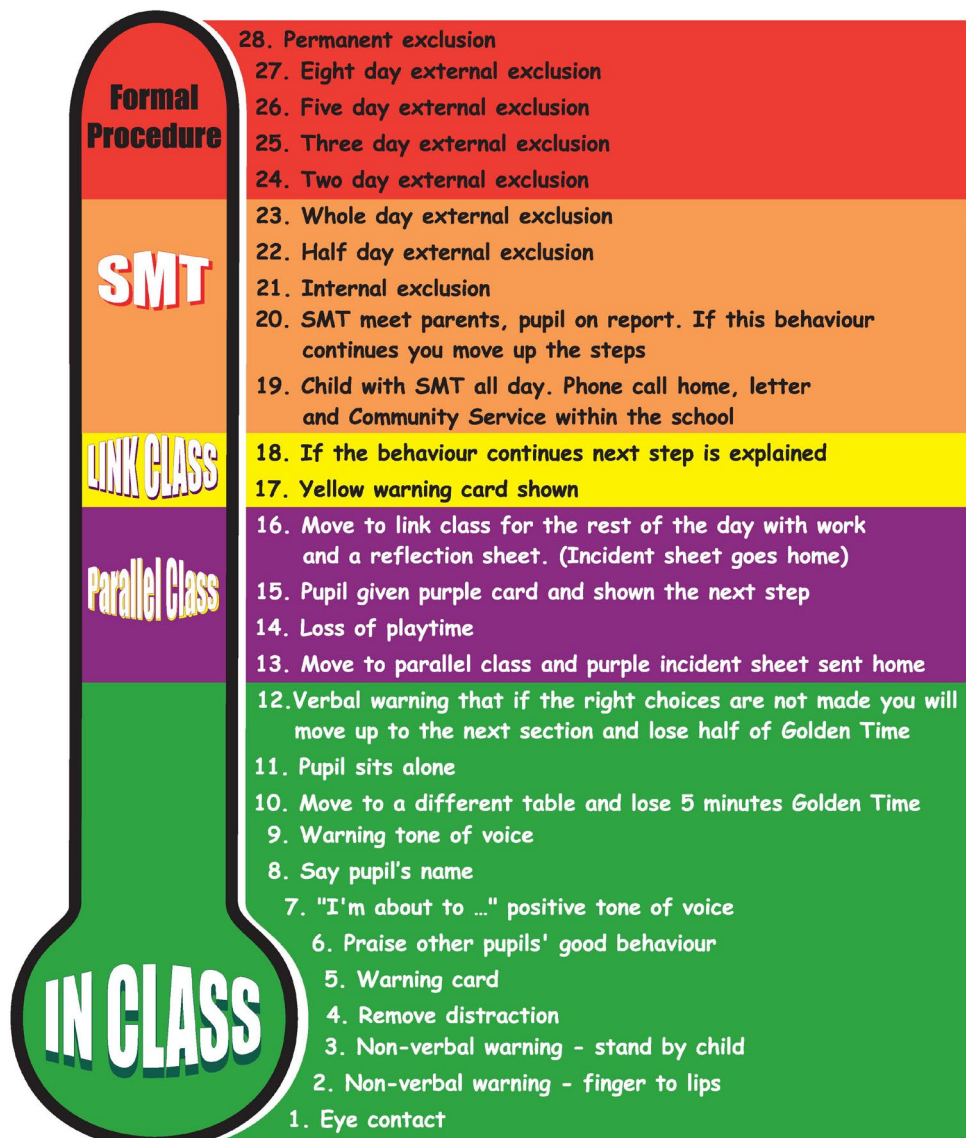
Through an understanding of Rights and Responsibilities pupils understand all children have the right to learn. This means everyone is responsible for maintaining a positive and calm learning environment.



# SANCTIONS

These are individual and are clear and consistent across the school through the use of the behaviour thermometer.

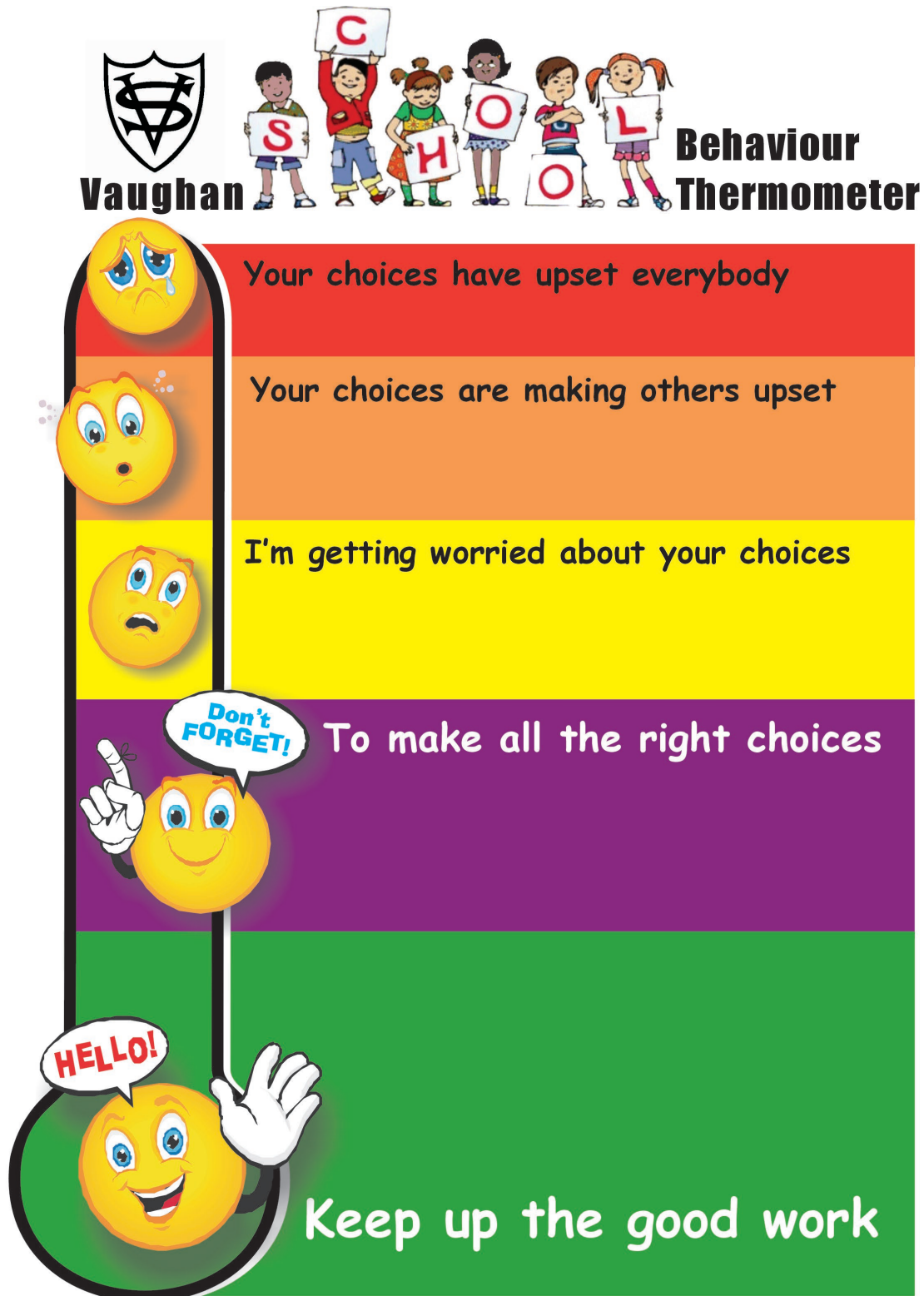
If the child's behaviour requires a child to move beyond Step 13, a behaviour letter will be sent home to the parent explaining the reasons for the sanction. The letter requires that parents sign a reply slip and return it to the class teacher. If your child does receive a letter regarding their behaviour, parents should take the time to speak to their child about their actions and the seriousness of the situation.



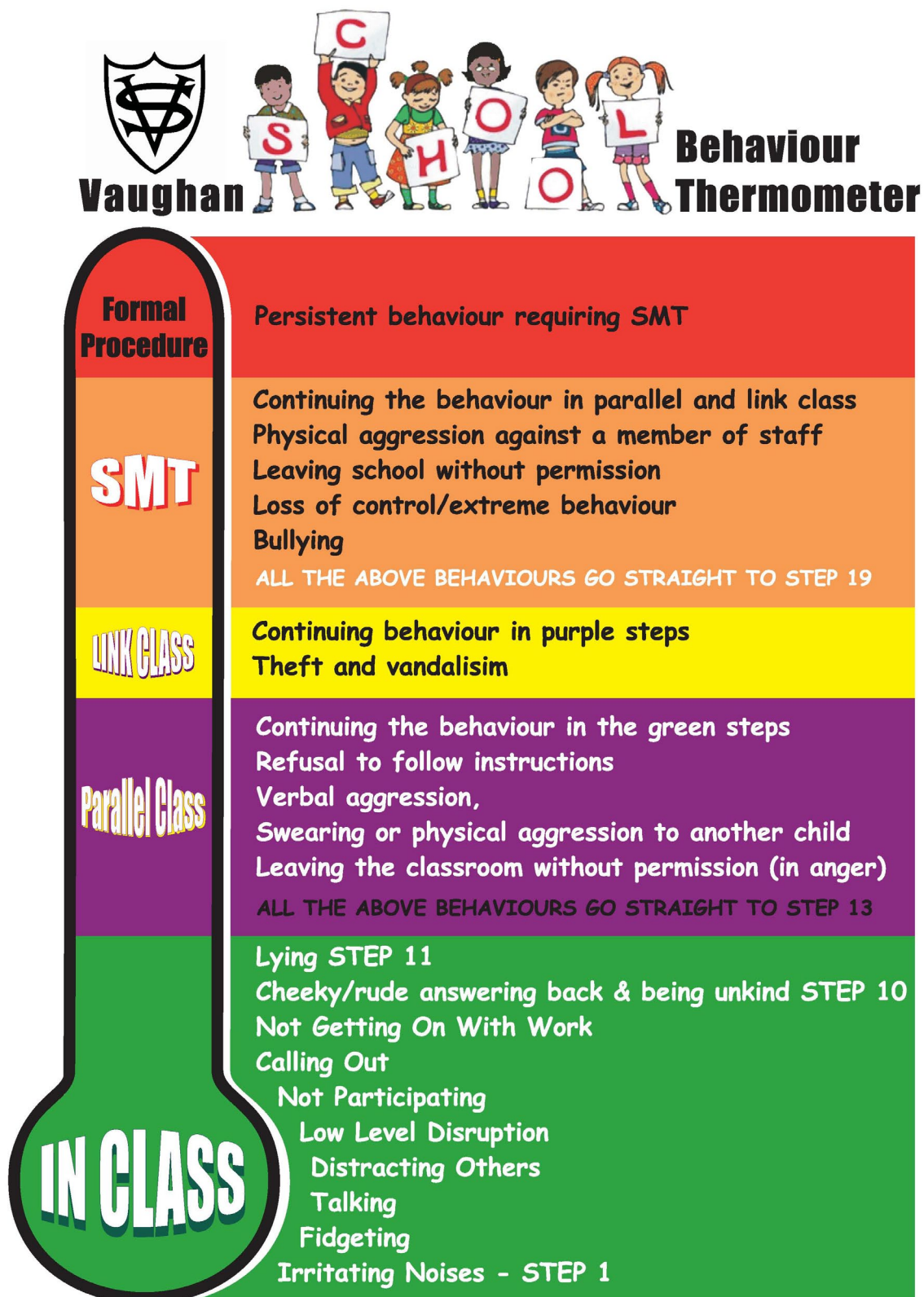


A modified version is used for the children in the first three terms in school, moving to the more detailed thermometer in Year 1.

Early Years behaviour thermometer.



Examples of behaviour that lead to being placed on the thermometer are listed below:



Outside school children are expected to promote a positive image of the school, this is particularly important on their journey to and from school.

The school’s behaviour policy relies on support and help from parents. We ask that you take time to read this booklet with your child, to sign the slip below and return it to your child’s teacher, thereby assuring us of your support.

✂ -----

**VAUGHAN PRIMARY SCHOOL**

**SCHOOL BEHAVIOUR POLICY**

Name of Child: .....

Class: .....

We have looked at this booklet together and understand the behaviour policy of Vaughan School.

Signature of Parent/Carer: .....

Date .....