



VICARAGE PARK CE SCHOOL

Code of Behaviour

VICARAGE PARK - CODE OF BEHAVIOUR

Aims of the Policy

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To make boundaries of acceptable behaviour clear and to ensure safety.

To help pupils staff and parents have a sense of direction and feeling of common purpose.

Discipline is a school matter but all parents have a shared responsibility for their child's behaviour in school and establishing positive attitudes towards school. The staff of the school exercise discipline as would any reasonable parent. Parental support is appreciated when problems do arise and, more often than not, members of staff will discuss any problems with parents. We find the most effective way of dealing with difficult situations is for home and school to work together along the same lines. The responsibility of promoting good behaviour is shared between children, parents and staff.

STAFF	
Rights	Responsibilities
<ul style="list-style-type: none">To be supported by peers and managers	<ul style="list-style-type: none">To ask for support when neededTo offer support to colleagues and managers
<ul style="list-style-type: none">To be listened toTo share opinions	<ul style="list-style-type: none">To listen to othersTo give opinions in a constructive manner
<ul style="list-style-type: none">To be treated courteously by all others in the school community	<ul style="list-style-type: none">To model courteous behaviourTo recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none">To be made fully aware of the school's systems/policies/expectation	<ul style="list-style-type: none">To seek information and use lines of communication
<ul style="list-style-type: none">To receive appropriate training to increase skills in behaviour management	<ul style="list-style-type: none">To support others developing their skills in promoting positive behaviour and good

	<p>attendance</p> <ul style="list-style-type: none"> To acknowledge areas of own behaviour management skills which could be developed To try new approaches
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CHILDREN	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe 	<ul style="list-style-type: none"> To behave in a way which keeps self and others safe
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make mistakes 	<ul style="list-style-type: none"> To own mistakes To allow others to make mistakes
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others

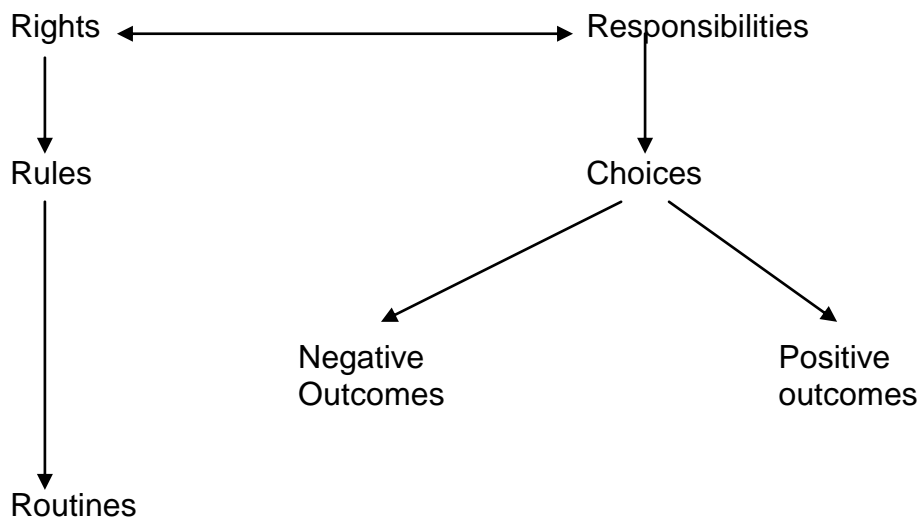
PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure their child attends school regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning or wellbeing
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To absorb information and share concerns
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

At Vicarage Park we attempt to promote and encourage good behaviour through a positive approach of encouragement rather than through criticism and punishment. However, where criticism does occur, it should always be constructive and include advice on how to improve behaviour. Staff further encourage good behaviour by making clear their expectations.

- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set through example, standards of behaviour
- We praise good behaviour both privately and publicly
- We teach children the 4 Rs of good relationships.

Relationships

The 4Rs



We firmly believe in “catching the child being good” and promoting good behaviour. Strategies used in school include:-

Promoting positive behaviour

Whole-school level

- All staff understand and demonstrate the school’s core beliefs about behaviour
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies are used to develop children’s social, emotional and behavioural skills
- Positive behaviour in corridors, playgrounds, dining room is noted and celebrated
- Parents/carers are aware of and contribute to the school’s positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children’s social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others’ strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There are classroom rules, devised through discussion with children, which promote positive social and learning behaviours
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

- All children’s strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour

- There are systems which allow all children to be 'special' at times
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

What we do if a child misbehaves:

We ask them to stop misbehaving.

Where necessary we discuss incidents with the children involved.

Where possible, we encourage children to try to resolve disagreements themselves.

We encourage children to take responsibility for their own behaviour and understand that misbehaviour will result in negative outcomes.

Types of Misbehaviour:

- Low level disruption of lessons – e.g. unnecessary noise, hindering of other pupils
- Disobedience to teachers or other adults
- Insolence to teachers and other adults
- Verbal abuse of teachers and other adults and pupils
- Physical aggression towards teachers or other adults and pupils
- Threatening / bullying other pupils, including journeying to and from school
- Damage to school property including graffiti
- Damage to personal property of staff or other adults
- Damage to personal property of pupils
- Theft
- Deliberate lateness
- Truancy
- Refusal to accept punishment
- Consistent refusal to accept school rules / discipline

Most breaches of conduct are dealt with individually by the class teacher or supervising teacher and generally include.

Non verbal expression, silences, gestures.

Rebukes.

Movement to another part of the room;; threat of isolation.

Isolation, temporary, to outside the classroom / to another colleague.

Isolation, temporary, to the Headteacher.

Completion of work - missed playtime.

Missed lunchtime playtime, or part thereof.

Work to be completed at home.

Withdrawal of privileges.

Exclusion from school teams and activities and out of school events.

Time out, away from the other children.

With more serious misconduct or persistent misbehaviour the following will apply :-

- referral to Deputy / Headteacher
- informal contact with parents
- formal contact with parents
- exclusion - temporary / permanent

We seek to apply our discipline system in a consistent and fair way, and hope that parents will feel part of the Pastoral Care provision for their children.

Dinner times:

Children are expected to follow the directions and discipline of Midday Supervisors. Supervisors use the same strategies for promoting good behaviour as all school staff. In addition, they award a special certificate each week to the child who has been most helpful at lunchtime or shown improvements in their behaviour. Most children behave well at lunchtime but if problems do occur, Midday Supervisors can use sanctions which may include.

- time out - standing by the wall for a set time.
- removal from playground to teacher / Headteacher.

Behaviour to and from school:

Occasionally children may behave in an inappropriate manner to other children on their way to and from school. It is expected that parents will co-operate with school to stop such behaviour and prevent it from recurring,

If inappropriate behaviour before and after school continues then parents will be notified at least 24 hours in advance, that their child(ren) will not leave school until 10 minutes after the dispersal of other pupils.

Conclusion

Most of our children behave in an appropriate manner and display respect for other people and their property. When misbehaviour does occur, responses and punishments depend on the nature of the misbehaviour, the circumstance and the professional judgment of the staff involved.

If any parent wishes to query the sanction(s) applied to their child, the Class Teacher and / or the Headteacher will always be available to discuss the matter. We all want well mannered, pleasant and considerate young people and we can try to help each other whether the problem is home or school based.

School Rules:

Our expectations are summarised by the following statement:

“All children are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people and their property at all times.”

Our Golden Rules are:

1. Children should be polite both to adults and each other
2. Children should treat one another with respect and consideration
3. In the interests of everyone's safety walk around school
4. No jewellery is allowed in school except watches or stud earrings
5. All watches and earrings must be removed for P.E.
6. Toys and money should only be brought in with permission from a teacher.



CODE OF BEHAVIOUR

Reviewed September 2012