



## **CODE OF CONDUCT**

### **“Any behaviours we walk past, we accept”**

#### **Rationale**

At Middle Barton School we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

As part of our strong values-based identity, we aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property displaying our core values.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

#### **Middle Barton School PRINCIPLES of Behaviour**

- Every child and adult at Middle Barton applies the Schools ‘Values’.



- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Inclusion Support Plan, A SEND PROFILE or where there is a high level of concern, a Pastoral Support Plan.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through research studies and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances.
- Opportunities for responsibility and recognition for non- academic achievement.

## Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents and wider families will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***



## Code of Conduct

### Do's of the playground

- Do look after the younger children
- Do pick up litter
- Do stand quietly after the whistle and walk into school
- Do stay off the grass unless given permission
- Do stay on the playground
- Do play safely and treat each other with kindness and consideration
- Do let everyone join in
- Do use respectable language
- Do walk away from trouble and tell an adult

### Do's of the classroom

- Do be punctual
- Do use your manners
- Do put your hand up
- Do listen to the teacher and one another
- Do your best
- Do walk in class
- Do tidy up
- Do remember homework
- Do sit correctly
- Do talk quietly

### Do's of the school areas

- Do walk and keep to the footpaths
- Do look after school property
- Do respect all grown ups
- Do keep the school tidy
- Do hang up coats
- Do wear correct uniform
- Do make visitors welcome
- Do smile and be happy



## Behaviour Sanctions

(to be used alongside the Behaviour For Learning Policy)

*All children have the right to learn and be valued*

Level 1	Polite Reminder	Reflection (Any time spent in reflection is time owed back to be spent on learning missed)
Answering an adult back		
Questioning instructions		
Shouting out		
Refusal		
Disrespectful to anyone		
Stopping others from working		
Excluding Others		
Invading Space		

Level 2	Senior Member of staff Phone call home	Persistent Parents to attend meeting with Head teacher
Fighting		
Kicking		
Biting		
Spitting		
Hitting		
Vandalism		

Bullying	Not acceptable under any circumstances. Head teacher. Arrange meeting with parents.
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It is taken that these behaviours are intentional or inappropriate.

It is expected that all adults will use their professional judgements alongside these to make the correction decisions.

