The Vineyard School Behaviour Policy

Approved by:	Full Governing Board	**Date:**	September 2026
Next review due by:	September 2027		

Behaviour Principles

At The Vineyard School, we have high expectations of our children. Through the consistent and fair implementation of this policy, we aim to support all pupils to develop the beliefs, attitudes and skills necessary to be successful, happy and empowered adults. The overarching intention of this policy is to create a calm, safe and purposeful environment, where positive behaviour choices are expected and enabled, but also where negative behaviours are quickly noticed and resolved and where appropriate, restoration is facilitated.

The Vineyard School promotes high expectations of our children's respect for differing views, beliefs and opinions from their own.

Within our school, we operate a zero-tolerance approach to all behaviour that adversely affects both pupils and staff. Where such behaviour occurs, consequences will be given within a graduated framework, which is made clear in this policy. We strive to create an environment that encourages and enables positive choices to be made, whilst also being very clear that some choices and behaviours are unacceptable.

We recognise behaviour as a form of communication and will consider actions within a holistic context, paying attention to triggers, antecedents and consequences.

We understand that our pupils arrive at school from different starting points and we enable all children to appreciate and strive towards the values that underpin our school ethos and which are embedded in classroom management.

When dealing with incidents, special educational and disability needs, multilingual and other factors are all considered before implementing the next steps.

The Vineyard Values underpin both our school ethos and this behaviour policy.

Values	Our expectations – what this will look like
Caring	We are inclusive. Everyone is welcome in our school. We are kind. We respect our similarities and differences.
Courageous	We are able to take risks. We stand up for each other. We are able to make mistakes and learn from them.
Curious	We have a growth mindset. We are creative. We love to learn.

The Vineyard School's behaviour policy is reflective of our commitment to and the implementation of:

- Safeguarding
- Attachment theory
- Emotion coaching
- De-escalation
- Restorative approaches
- Inclusion
- Trauma informed response
- The Rights of the Child

All children should feel safe, listened to and respected by the whole school community and all staff will respond accordingly.

The school believes that strong relationships between staff, pupils and families will create a positive school culture and climate that fosters connection, inclusion and respect. The importance of showing respect to each other at all times, promotes joined- up working between school and home and models regulation and expected choices to children.

We believe that the whole school community has a responsibility towards promoting and enabling pupils to make positive or expected choices in all aspects of their school life.

Governors

Governors have a responsibility to support the aims of the behaviour policy. In addition, they offer support to the headteacher in implementing the Behaviour Policy and carry out their statutory responsibilities with regard to behaviour issues.

Families

Families have a responsibility to support the school in the following areas:

- Endorse the aims of the behaviour policy
- Work in partnership with the school to reinforce expectations regarding good behaviour
- Attend meetings when requested to discuss behavioural concerns
- Contact the school if they have any concerns regarding their child's or any other child's behaviour

Implementation

The robust implementation of this policy is aimed at ensuring that all pupils have a clear understanding of the non-negotiable expectations of how everyone conducts themselves at school. No actions that intimidate or distress others is acceptable and will always be challenged.

How are children supported to achieve expected behaviour within school?

- Through our Vineyard Values of being caring, curious and courageous, which are implemented in our curriculum, through assemblies and in our safeguarding displays in school
- Children throughout the school are given tools to support both self and co-regulation. The Zones of Regulation is an efficacious approach, which is embedded actively and visually across the school and which enables children to identify both their feelings and the strategies that can support them. The Zones can be used both verbally and non-verbally
- The school aims to reflect the ethos of the **Attachment Friendly Schools** and **Restorative Conferencing** approaches in responding to unexpected and challenging behaviours
- Staff understand the importance of considering pupils' well-being and mental health when applying approaches to children's unexpected and/or challenging behaviours. This knowledge underpins the school's ethos in supporting children's capacity to self-regulate and manage their choices
- Staff have regular training sessions delivered by both internal and external professionals to support their skills with and understanding of good practice
- The school's PSHE curriculum is used throughout the school and children are explicitly taught what choices and behaviours are unacceptable both for themselves and for others
- Adults are expected to be positive role models at all times, showing respect, kindness and support to everyone at school
- School leaders are actively and visibly involved in supporting all children and staff to achieve and demonstrate excellent behaviour across the school
- Children are explicitly taught The Vineyard Values and what these look like in both their school and wider lives. Visual reminders are embedded in school displays
- Children are explicitly taught routines and rules to be followed that are consistent throughout the school
- Through our PSHE curriculum, children are taught about what is expected and unexpected behaviour.
- As an inclusive school, staff have the discretion to occasionally respond to some pupils differently, where a specific context to a behaviour or situation is applied
- Pupils who cannot regulate their behaviour, using the strategies embedded within quality first teaching and classroom management, will be given a bespoke intervention. This will involve some or all of the following:
    - individualised behaviour/reward chart where stickers/tokens/ticks are collected towards a larger reward
    - individualised incentives
    - time with and acknowledgement from a key adult
    - positive messages home
    - access to a supportive, calm area to support self/ co-regulation
    - 1:1 support from an adult, where staffing allows
    - bespoke timetable and/ or provision

The following mantras are promoted to support de-escalation when pupils are making unexpected choices and/or showing high levels of challenge:

- Engage not enrage
- Connection before correction
- Regulate, relate, reason

Behaviour expectations for pupils with Special Educational Needs and/or Disability (SEND) in the mainstream and our Specialist Resource Provision (Gems)

Our whole-school approach to positive behaviour meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Adaptions to the approach staff take to support pupils with identified needs is key; individualised behaviour plans, and staff training are essential. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned:

- Short, planned movement breaks or adaptations to the environment (i.e standing tables) for pupils with SEND who find it difficult to sit still for long or has information processing issues
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of different spaces (sensory room, safe space) where pupils can regulate their emotions
- Seek advice from services such as the Education Inclusion Support Service at AfC if needed

(The above list is neither prescriptive nor exhaustive. Any additional adaptations and preventative measures are individualised to children's specific needs and are clear within behaviour plans.)
For pupils with an EHCP, the school will ensure that the provision specified in the plan is upheld within the school community. This is monitored by the SENDCo.

The school's SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. The Vineyard School's approach to supporting children with SEND is to work closely and effectively with their families.

Classroom management

Teacher Standard 7 – 'Manage behaviour effectively to ensure a good and safe learning environment.'

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Create and make use of a calm space within the classroom
- Recognise when bespoke interventions for a pupil/pupils may be supportive i.e. time in the sensory space or garden with a trusted adult
- Use specific praise that notices when children are making expected choices
- Discuss expectations for behaviour, rewards and consequences with their class
- Develop a positive relationship with pupils, which may include:
    - greeting pupils in the morning/at the start of lessons
    - establishing clear routines
    - communicating expectations of behaviour in ways other than verbally

- highlighting and promoting good behaviour
- concluding the day positively and starting the next day afresh
- having a plan and toolbox of strategies for dealing with low-level disruption
- using positive reinforcement

Feedback, Praise and Rewards

We aspire to be a school where children are intrinsically self-disciplined and motivated. Research shows that extrinsic rewards such as stickers encourage a 'fixed mindset' and superficial learning and this can discourage children from being adventurous in their learning. Our aim is to support pupils to develop a 'growth mindset' with high expectations of themselves, whilst also being mindful of age appropriate and needs-led recognition and praise.
The giving of rewards can raise the difficulty of selecting pupils in a fair and meaningful way, therefore we:

- Give clear, specific praise to enable children to understand their expected, good and successful choices
- Praise effort and the learning strategies used, rather than ability
- Focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience
- Value positive behaviours such as consideration for others, honesty and empathy
- Encourage children to share with parents/ carers, peers, the class or the school, positive moments, choices or learning that makes them feel proud of themselves
- Endeavour to give families regular positive feedback on conduct and behaviour

Class teachers may incorporate goals and rewards with their classes that are agreed and considered with the leadership team, in line with the aims of this policy.

Talking to children in potential conflict situations

To be effective, staff will:

- Use a calm voice and body language
- Talk to children in a quiet place, when possible – not in front of the class
- Make sure they have the child's attention
- Employ de-escalation strategies
- Use the school adopted language from The Zones of Regulation and Social Thinking i.e. expected and unexpected behaviour

How does the school identify and monitor incidents of unexpected behaviour?

All unexpected behaviours are reported onto CPOMS in line with our 'next steps and consequences' poster (see Appendix A). The incident will highlight the details and the actions taken. Certain behaviours will be alerted to the senior leadership team.

Consequences

When unacceptable behaviour occurs there may be consequences that go further than classteacher reminders or management. The graduated response detailed below informs stakeholders of the procedures the school uses to ensure that behaviour in school is of a consistently high standard and that expectations are clear.

When an individual is sent to SLT, they will be required to complete a reflection sheet, which will be sent home to families.
The school recognises the detrimental impact that any form of suspension/exclusion, both within and away from school, can have on a child, particularly when other factors are involved. At The Vineyard School, therefore, other interventions and solutions will be robustly considered and trialled before any such action is taken.

Internal Suspension

An internal suspension is where a pupil, for serious disciplinary reasons, is required to spend a specified amount of time out of the classroom. This is a serious sanction, which will be authorised by the headteacher or deputy headteacher and will occur after the use of a range of behaviour strategies (whole school or relating to an individual pupil). The continuous education provided may differ to the mainstream curriculum but is still meaningful for the pupil. The pupil will be supervised by a member of staff. Families will be contacted by a member of the senior leadership team. An internal suspension will be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space

Sometimes pupils will be removed from the classroom in order to regulate their emotions in a secure, safe space. They may also be asked to complete their work in another classroom as detailed in our next steps and consequences. These are not internal suspensions.

External Suspension and Permanent Exclusions

The school can use external suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions (including internal suspensions) and interventions. The decision to externally suspend or permanently exclude will be made by the headteacher alongside AfC and relevant governor, and only as a last resort. The school follows the AfC Guidance on the use of exclusion from school.

Following any suspension (internal or external), the child and family will have a 'reintegration' interview with one of the senior leadership team to establish the way forward and the strategies all will endeavour to put in place to avoid a further suspension or permanent exclusion.

In very serious and extreme cases of challenging and unacceptable behaviour, it could be possible to move straight to permanent exclusion. The Headteacher will implement a permanent exclusion only in extreme cases of a breach of our behaviour guidelines and after seeking advice from Richmond's exclusions officer and Richmond's Behaviour Service. A permanent exclusion would be likely to be made after a number of fixed term, external suspensions for serious breaches of our behaviour guidelines and in a situation in which these breaches are continuing. The Headteacher would contact the relevant governor about both fixed term suspensions and permanent exclusions. The school follows the AfC Guidance on the use of exclusion from school.

Any form of bullying, racism or discrimination towards pupils, staff or visitors to our school is viewed as a serious behaviour incident, which will not be tolerated.

At The Vineyard School, we are aware that pupils may be mistreated in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of discrimination should be a priority, to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation, racism and any other conduct prohibited by the Act
- Advances equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and people who do not share it
- Fosters good relations between people who share a protected characteristic and people who do not share

Our school is committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

The Vineyard School recognises that bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power. Specifically the key features of bullying are:

- It **does not happen just once**; it goes on over time and happens again and again – it is **repeated** (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)
- It is **deliberate**; hurting someone on purpose – it is not accidentally hurting someone
- It is **unfair**; the person(s) who bully(ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not.
- Bullying can be **emotional, physical, racial and sexual**. It can be all of the above.
- Bullying can be **direct or indirect** ie spreading rumours, encouraging others to victimise or be unkind
- Bullying can be **cyberbullying** through the use of messaging and/or social media

The Vineyard recognises that racism is when someone is treated unfairly, excluded, stereotyped, disadvantaged or hurt because of their race, skin colour, ethnicity, nationality, culture or perceived racial identity.
Racism can happen between individuals or groups and can be carried out by children or adults. It can be intentional or unintentional, and it can happen face-to-face or online.
Specifically, racism can include:

- **Using racist language or making racist comments** – this could include using racial slurs, making comments about someone's skin colour, hair, appearance, accent, culture or ethnicity, or using stereotypes
- **Making racist jokes or "banter"** – something said as a joke can still be racist and can cause harm, even if the person making the comment says they did not mean to upset anyone
- **Excluding someone because of their race, ethnicity or culture** – for example, deliberately leaving someone out of a game or activity because of who they are
- **Mocking or imitating someone's culture or identity** – this could include making fun of cultural traditions, clothing, names, food, religious or cultural practices, accents or languages
- **Making assumptions or stereotypes** about people because of their race, ethnicity or culture

- **Physical behaviour motivated by racism** – for example, hitting, pushing or deliberately hurting someone because of their race, ethnicity or skin colour
- **Online racism** – racist comments, images, messages, memes or posts shared through messaging platforms, games or social media
- **Encouraging others to be racist or excluding someone** – for example, asking or persuading other children not to play with someone because of their race or ethnicity
- **Racist behaviour can be direct or indirect** – it may be directed at an individual or involve comments, actions or behaviours that create a racist or unwelcoming environment

The Vineyard recognises that discrimination is treating a person or group unfairly or differently because of who they are or their protected characteristics (gender, age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, biological sex (biological), sexual orientation).
Discrimination can happen between individuals or groups and can be carried out by children or adults. It can be intentional or unintentional, and it can happen face-to-face or online.
Specifically, discrimination can include:

- **Using discriminatory language or making discriminatory comments** – this could include using homophobic language, mimicking a child with special education needs, misogynistic/misandrist comments
- **Making discriminatory jokes or "banter"** – something said as a joke can still be discriminatory and can cause harm, even if the person making the comment says they did not mean to upset anyone
- **Excluding someone because of their protected characteristics** – for example, deliberately leaving someone out of a game or activity because of who they are
- **Mocking or imitating someone's religion, belief or race** – this could include making fun of cultural traditions, clothing, names, food, religious or cultural practices, accents or languages
- **Making assumptions or stereotypes** about people because of their gender reassignment/social transition or sex
- **Physical behaviour motivated by discrimination** – for example, hitting, pushing or deliberately hurting someone because of their protected characteristics
- **Online discrimination** – discriminatory comments, images, messages, memes or posts shared through messaging platforms, games or social media
- **Encouraging others to be discriminatory or excluding someone** – for example, asking or persuading other children not to play with someone because they have same sex parents
- **discriminatory behaviour can be direct or indirect** – it may be directed at an individual or involve comments, actions or behaviours that create a discriminatory or unwelcoming environment

Racism, Discrimination and Bullying

Racist and discriminatory behaviour and bullying are related but are **not the same thing**.
Bullying is generally characterised by behaviour that is **repeated, deliberate and involves an imbalance of power**. Racist or discriminatory behaviour, however, **does not need to be repeated or involve an imbalance of power for the school to take it seriously and respond**.

A single racist or discriminatory comment, incident or action can cause significant harm and will be addressed by the school. If racist or discriminatory behaviour is repeated and meets the school's definition of bullying, it may also be considered **racist or discriminatory bullying**.
We will listen to children and families, investigate concerns carefully and take appropriate action. We will consider the context, impact and circumstances of each incident rather than making assumptions about what happened.

Through assemblies and PSHE lessons, pupils are given regular opportunities to discuss bullying, racism and discrimination. Our positive behaviour approach and school values of **Caring, Curious and Courageous** ensure that all pupils are supported to be respectful and kind individuals within an environment that sees any form of discrimination as being extremely serious and unacceptable.

We recognise that some groups of pupils may be more vulnerable to bullying, racism or discrimination, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

Responding to a serious behaviour incident (involving racism, bullying, discrimination, sexual harassment/violence, including incidents online)

The situation should be addressed immediately and reported to SLT
All children involved should be spoken with to gain a detailed understanding of what has happened

1. Senior leadership team to investigate the events leading up to the incident
2. Explain to those involved why the behaviour was inappropriate and discuss its impact
3. Provide reassurance and support to any affected child
4. Encourage reflection on actions and, if appropriate, facilitate an apology
5. Invite all families directly involved in the incident into school, sharing the next steps and any support available
6. Inform the class teacher of the incident
7. Record the incident on CPOMS
8. Inform the Headteacher
9. Communicate with the families of all children indirectly involved, where necessary
10. Use a restorative justice approach where appropriate to promote understanding and resolution
11. The family of the perpetrator(s) will be expected to attend the next appropriate family workshop, e.g. Celebrating Cultural Diversity, Behaviour or SEND

Physical intervention and use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Identified staff have completed Positive Touch training.
All such incidents must be recorded on the CPOMS system and reported to parents.
See our Physical Intervention policy.

Pupils using mobile devices in school

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school.
Therefore:

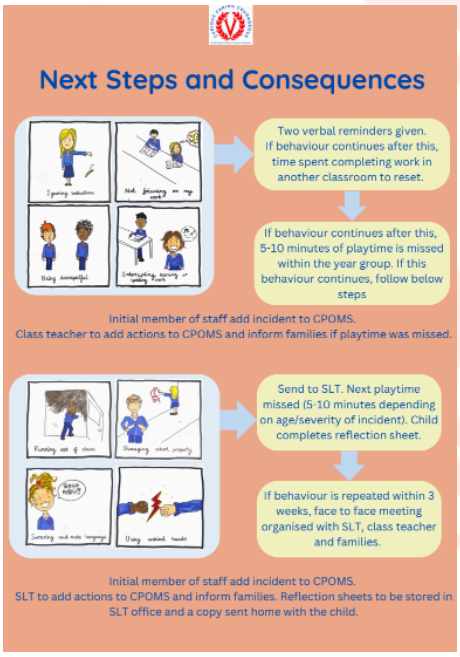
- Pupils from Reception to Year 4 are not permitted to have mobile phones at school
- Pupils in Year 5 & 6 are permitted to bring their mobile phones (non-smart phones only) to school, but only if they are travelling to and/or from school on their own
- Once in school, the mobile phone must be switched off and handed in to the class teacher. It will be locked away and returned at the end of the day. Mobile phones brought to school without permission will be confiscated and returned at the end of the day to the parent
- If a child uses their phone on the school site, it will be confiscated and handed into the school office. Families will be called to collect the phone. The child will then be asked to hand their phone into the office every day for the following week

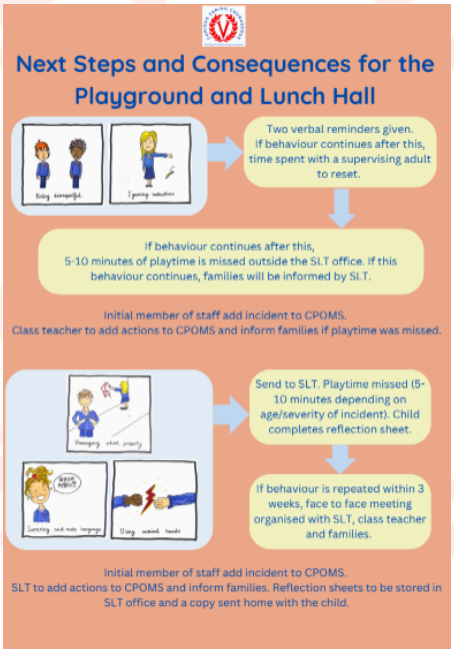
Where mobile phones are used to bully or intimidate others, if appropriate, the Headteacher does have the power to intervene to such an extent as it is reasonable to regulate the behaviour of pupils.

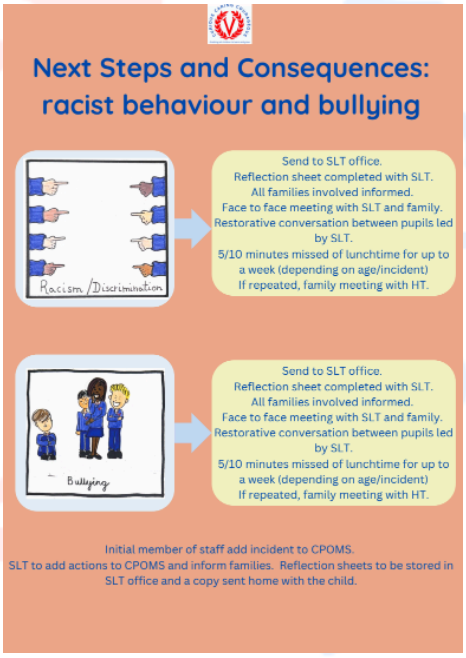
Cyberbullying and sexting by pupils will be treated as a safeguarding issue. Staff (and children) are expected to report any incidents of sexual harassment between children via mobile phone or smart technology to the DSL or DDSL, who will make the decision to refer to SPA. Any incidence of cyberbullying will be dealt with inline with our behaviour policy.

CURIOUS CARING COURAGEOUS
Enabling all children to learn and grow

Appendix A: Behaviour Posters with Next Steps and Consequences







Appendix B: Restorative Approaches

The Vineyard School uses Restorative Approaches to enable young people to develop stronger intrinsic discipline and self-regulation as well as offering effective responses to conflicts and inappropriate behaviour.

Restorative approaches have a proven track record for success in promoting and creating positive behaviour and supporting children's well-being and are recommended practice. It also helps prevent further bullying moving forward.

- Make, maintain and repair positive relationships.

- Build on a school culture of mutual respect, empowerment, collaboration, openness, trust, empathy, valuing others and being non-judgemental.
- Set high, clear boundaries based on values alongside support and nurture.
- Provide a set of tools/responses to day to day events and challenges and a process for resolving more serious conflicts and issues

Restorative Approaches to incidents/situations/events/conflicts are underpinned by five key themes:

1. Everyone has a different perspective on any given issue or issues.
   RA: Allow everyone to express how they personally experienced what happened
2. Our thoughts influence our emotions and emotions influence our actions
   RA: Invite participants to express how they were / are thinking and feeling
3. Our actions can impact negatively on others and cause harm.This harm needs to be repaired.
   RA: Ask participants to consider who has been or is being harmed / affected by the situation / event and how. Encourage accountability and responsibility.
4. In the event of harm everyone will have similar needs
   RA: Invite participants in turn to consider what they need now to repair harm / solve the problem, to feel better and to move on.
5. Those harmed / affected need to find a way forward for themselves
   RA: Ask each in turn to consider how each of the needs expressed can be met, what support they might need to do this, how they will do things differently in the future.

Questioning Sequence

1. What happened?
2. What were you thinking? And how were you feeling?
3. Who has been affected by this?
4. What do you need now to move on?
5. What needs to happen now so the harm can be repaired?

This process can be used in different ways to resolve difficulties:

- As a quick conversation between two children or an adult and child lasting a only few minutes to agree a solution
- As a restorative conversation
- As a dialogue between an adult and two children to sort out an issue - mediation
- As a much longer discussion involving a larger group – a conference. Children need to rehearse restorative practices and language and see them modelled by others. Parents can use them at home and support the children to develop language to describe how they think and feel

Enabling all children to learn and grow