

# The Vineyard School Behaviour Policy



**Approved by:**

Full Governing Board

**Date:** July 2025

**Next review due by:**

July 2026

## 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 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, SEND, 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 and we respect each other, our similarities and our differences
Courageous	We are able to take risks, we stand up for each other and we are able to make mistakes and learn from them
Caring	We have a growth mindset, we are creative and 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?

- following our Vineyard Values of being caring, curious and courageous which are implemented in our curriculum, through assemblies and constantly referred to
- 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 the rights of a child and 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 for adults 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

**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 and therefore:

- we give clear, specific praise to enable children to understand their expected, good and successful choices
- we praise effort and the learning strategies used, rather than ability
- we focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience

- we value positive behaviours such as consideration for others, honesty and empathy
- we 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
- we 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. The incident will highlight the details and the actions taken. Certain behaviours will also require the senior leadership team to be alerted to.

## 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.

The school recognises the detrimental impact that any form of exclusion, both within and away from school, can have on a child, particularly when other factors are involved. At The Vineyard, therefore, other interventions and solutions will be robustly considered and trialled before any such action is taken.

Following any exclusion (internal or external), the child and family will have a 'reintegration' interview with one of the headship team to establish the way forward and the strategies all will endeavour to put in place to avoid a further 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 exclusions for serious breaches of our behaviour guidelines and in a situation in which these breaches are continuing. The Headteacher would contact the Chair of Governors about both fixed term exclusion and permanent exclusions.

The school follows the [AfC Guidance on the use of exclusion from school](#).

## **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 a week afterwards.

Where mobile phones are used to bully or intimidate others, if appropriate then 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.

# Unexpected Behaviour

Ignoring instructions

Racist behaviour

Running or shoving in school

Being disrespectful

Using unkind hands

Not focusing on my work

Interrupting learning or spelling work

Swearing and rude language

Damaging school property

Bullying

Running out of class

# Next Steps and Consequences

Ignoring instructions

Not focusing on my work

Interrupting learning or spelling work

Two verbal reminders given  
If behaviour continues after this, 5 minutes of breaktime/free-learning is missed

To be reported on CPOMS if two reminders have been given and it continues

Running out of class

Damaging school property

Using unkind hands

Being disrespectful

Swearing and rude language

Time out of classroom (5-10 minutes depending on age) to complete work  
Amount of time out of class results in that much time missed of breaktime  
Class teacher to inform family

## Next Steps and Consequences: racist behaviour and bullying



Send to Miss McArdle or Mrs Dempster (Ms Reilly if others unavailable)  
All families involved informed  
Face to face meeting with SLT and family  
Restorative conversation between pupils led by SLT  
5/10 minutes missed of lunchtime for up to a week (depending on age/incident)  
If repeated, family meeting with Mrs Bracegirdle



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### **Any form of bullying is viewed as a significant incident.**

**Bullying is defined as** 'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.'

At The Vineyard, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying 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 and people who do not share it
- fosters good relations between people who share a protected characteristic and people who do not share

At The Vineyard, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. **Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'.**

At The Vineyard, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We put all of these measures in place to educate children on bullying and to prevent it from happening in the future. 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

We recognise that some groups of pupils may be more vulnerable to bullying, 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.

Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. 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 bullying as being extremely serious and unacceptable.

**We will not tolerate racism or bullying of any kind for pupils, staff or visitors to our school.**

### **Responding to Racist Incidents**

- 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.

In the event of a racist incident being reported, the steps below will be followed:

1. SLT 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. Inform the child affected and their family.
6. Invite all families directly involved in the incident into school, sharing the next steps and any support available.
7. Inform the class teacher of the incident.
8. Record the incident on CPOMS.
9. Inform the Headteacher.
10. Communicate with the families of all children indirectly involved, where necessary.
11. Use a restorative justice approach where appropriate to promote understanding and resolution.

#### **Responding to Bullying incidents:**

- all cases of alleged bullying should be reported to The Senior Leadership Team
- in any case of alleged bullying, either the class teacher or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to all children and adults involved, as well as parents and pupil witnesses if necessary and appropriate
- if the allegation of bullying is upheld, the senior leader should seek to use a **restorative approach** with everyone involved. The consequences of their actions should be fully explained
- both parties should be clear that a repeat of these behaviours will not be acceptable
- all bullying incidents must be recorded on CPOMS
- families of both parties should be informed- family of offender will be invited in for a face to face meeting with a member of the leadership team
- if the situation does not improve, the headteacher should meet with the family of the offender and agree clear expectations and boundaries which would be shared with the pupils involved
- any necessary action should be taken until the bullying has stopped
- it is important that children are listened to, when discussing or disclosing any potential incidents of bullying. We listen to the child, take them seriously, show empathy, let the child know it's not their fault and reassure them they were right to tell someone

#### **Physical Intervention**

A member of staff may restrain a child when the child's actions may hurt themselves, others or damage property.

A number of staff receive physical intervention training to support them in situations where a child might require restraint.

All such incidents must be recorded on the CPOMS system and reported to parents.

## Appendix 1

### Restorative Approaches

The Vineyard School uses Restorative Approaches.

Restorative Approaches 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.

### **Circle / Discussion Time Activities**

Each class has a timetabled slot for circle / discussion time activities

#### **Regular circle / discussion time activities:**

- develop a sense of belonging and connectedness with others in the class
- encourage shared responsibility for each others' needs
- create opportunities for active participation in decision making
- build self esteem, communication, collaboration and co-operation
- raise awareness of the impact of every individual's behaviour
- give a forum for ideas and concerns