

The Vine Schools

(Christian Malford, Seagry and Somerfords'
Walter Powell)



*Learning, Listening and
Laughing together*



CHRISTIAN MALFORD
Church of England Primary School



Where happy children learn to fly

Behaviour Policy

1. Introduction

At The Vine Schools, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that everyone should be treated with respect and that all children should be supported to take responsibility for their own behaviour, becoming responsible and respectful members of their school and wider community.

We recognise that the way pupils behave correlates strongly with their eventual outcomes. Good behaviour across our schools leads to:

- An environment where everyone feels safe
- Improved academic and social achievement
- More time for effective learning
- Greater staff wellbeing and retention

Everyone in our school community is expected to uphold the highest standards of personal conduct, take ownership of their actions, and encourage others to do the same. Our behaviour policy guides staff in teaching self-discipline rather than enforcing blind compliance.

Aims of the Policy

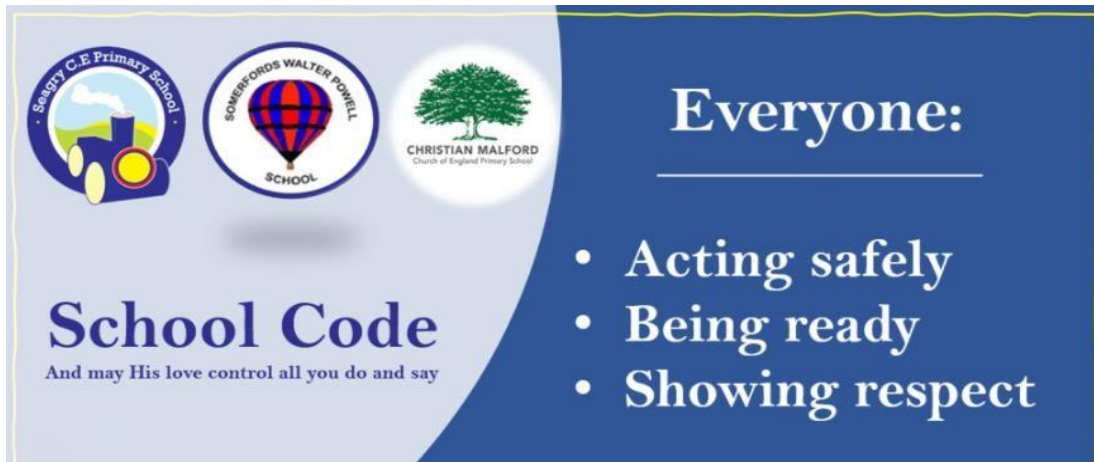
- Create a culture of excellent behaviour: for learning, for community, for life
- Develop confident, self-reliant children who contribute positively to society
- Treat all children fairly and respectfully, providing the support they need to thrive
- Support children in understanding and managing their behaviour, including the consequences of their actions
- Recognise that all children are at different developmental stages, and that mistakes are a valuable part of learning
- Build strong, trusting relationships with families and ensure staff know children well
- Promote kindness, empathy, and care as essential values
- Provide staff with a consistent framework based on high expectations and positive relationships

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**:



The Vine Schools' Rules

At our schools, we recognise the importance of providing clear rules underpinned by our values and vision. Staff refer to these rules and values, and children are reminded about what they mean and how to show them.



Our School Vision

‘Growing together in belief, knowledge and wisdom’

At The Vine Schools, our vision - "**Growing together in belief, knowledge and wisdom**" - is at the heart of all we do, including how we support and guide behaviour. This vision is rooted in the Christian belief that every child is a unique individual, made in the image of God, with the capacity to grow, learn and flourish.

- **Belief** speaks to our commitment to nurturing a school community built on respect and trust. We believe in the potential of every child to grow into a responsible, compassionate individual.
- **Knowledge** reflects our belief that understanding behaviour is part of a child's learning journey. Through consistent expectations and supportive relationships, children learn how their actions affect others and how to make better choices.
- **Wisdom** grows from experience, reflection and guidance. Our behaviour policy encourages children to take responsibility for their actions and learn from mistakes.

Ultimately, our vision calls us to grow together—not just academically, but emotionally, socially, and spiritually.

Our school values (GRAPES) mean that we are kind and treat others as we want to be treated, making our school a special place to grow and learn.

Our school values - GRAPES

- G – Generosity**
- R – Respect**
- A – Acceptance**
- P – Perseverance**
- E – Empathy**
- S – Selflessness**

2. Calm, Consistent and Kind Adult Behaviour

At The Vine Schools, we believe that calm, consistent and kind adult behaviour is the foundation for good behaviour management. Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour (Pivotal, 2017).

We do this by using scripts and relentless routines to deal with challenging behaviour (Appendix A and B).

Routines are the cogs at the centre of all classroom practise. At The Vine Schools, we recognise that where calm, consistent and kind routines are established, children feel secure to take risks in their learning.

Expectations of ALL Adults

We expect every adult to:

1. Meet and greet at the door
2. Refer to the school rules
3. Model positive behaviours and build relationships.
4. Teach lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, use of Dojo/House points)
6. Be calm when going through the steps. prevent before consequences.
7. Restore the relationship with the learner, retain ownership and engage in reflective dialogue with learners.
8. Recognise that behaviour is a form of communication

3. Roles and Responsibilities

The Role of the Headteacher

The Headteacher is responsible for implementing the school's behaviour policy consistently across the school and ensuring it is understood and followed by all staff and pupils. This includes providing regular training for staff and appropriate induction for new members of the team.

The Headteacher also holds overall responsibility for the health, safety, and welfare of all children in the school.

Serious incidents of misbehaviour are recorded by the Headteacher, who monitors patterns and ensures appropriate responses. Where necessary, the Headteacher has the authority to issue suspensions for serious breaches of behaviour expectations. In cases of repeated or extremely serious behaviour, the Headteacher may take the decision to permanently exclude a pupil. These decisions are only made in consultation with, and following notification to, the Trust and the CEO of The Blue Kite Academy Trust.

The Role of Parents

At The Vine Schools, we value strong partnerships with parents and carers. By working collaboratively, we ensure that children receive consistent messages about behaviour both at home and at school. This consistency supports children in making positive choices and developing respectful relationships.

We expect parents to:

- Support their child's learning and behaviour
- Read and support the school's rules and expectations, as outlined in the behaviour policy

- Work cooperatively with staff to promote a calm and respectful school environment
- Maintain open communication with the school, engaging in supportive dialogue when needed

If we have concerns about a child's behaviour or welfare, we will contact parents promptly to work together in the best interests of the child. If the school needs to apply reasonable sanctions, we expect parents to support these actions as part of a united approach to helping the child improve.

If parents have concerns about how their child has been treated, they should:

1. First raise the issue with the class teacher
2. If the concern remains, speak with the Headteacher
3. If still unresolved, follow the school's complaints procedure

Together, we can ensure that every child feels supported, safe, and able to thrive at school and beyond.

The role of the Trust

The Trust is responsible for establishing the overarching principles and expectations for behaviour and discipline across its schools and for regularly reviewing their effectiveness. It supports the Headteacher in applying these principles consistently within the school.

While the Headteacher holds day-to-day responsibility for implementing the school's behaviour and discipline policy, the Trust may offer guidance on specific behaviour matters. The Headteacher is expected to consider this advice carefully when making decisions regarding behaviour and disciplinary action.

4. First Attention to Best Conduct

At The Vine Schools, we focus on the 95% of children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising doing the right thing first (Pivotal, 2017).

We promote positive behaviour through a range of recognition strategies, including:

- Clear and specific verbal praise to acknowledge positive choices
- Dojo or House points, which can be accumulated to earn agreed rewards (e.g. extra break time, non-uniform days), in consultation with class teachers
- Headteacher awards to celebrate exceptional effort, behaviour, or achievement
- Celebration worship awards to recognise and share success across the school community

5. Restorative and Inclusive Approaches

At The Vine Schools, we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their student's own behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children:

- Restorative Process (Appendix A)
- Calm spaces around the school, including outside
- A dedicated pastoral and ELSA team

Steps	Actions
1. First Attention to Best Conduct	We catch children doing the right thing first before we deal with poor behaviour.
2. Reminder 1	<p>Using a calm voice, a gentle reminder is given to point the children in the right direction if behaviour is poor.</p> <p>This gentle reminder will relate to our school code or values which are not being adhered to. Repeat reminders will be given if necessary.</p> <p>Praise will be given instantly if the child models good behaviour.</p>
3. Reminder 2	<p>A clear and short verbal warning will be delivered, making the learner aware of their behaviour and outlining consequences if they continue. The learner will be given a choice to do the right thing.</p> <p>“Stop and think. You need to make the right choice. You could do...or you could do ...”</p> <p>“Think carefully about your next choice, you have two options...”</p>
4. Intervention (30 second script – appendix A and B)	<p>The child will be spoken to privately and given a final opportunity to engage.</p> <p>The 30 second script (appendix A and B) will be used at this stage.</p>
5. Calm Down	Calm down might be a short time away from the classroom with another class/member of staff/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.

6. Repair	This is where the restorative conversation will take place with the class teacher (see appendix A and B). It is used to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. This may happen during break/lunch time if appropriate. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and in a timely manner. Decisions regarding consequences must be considered, reasonable and not made on impulse.
7. Consequences	<p>This can include:</p> <ul style="list-style-type: none"> - Communication with parents/carers - A formal meeting with parents/carers - A formal meeting with parents/carers and SLT <p>Repetitive behaviour incidents must be logged onto CPOMS (an online behaviour log). A member of SLT will work with the class teacher to take actions to address behaviour and support the child.</p> <p>If behaviour does not improve, a clear monitoring plan, including rewards and consequences, will be put in place and agreed by the parents/carers, staff and child (where appropriate). A serious breach may lead to fixed term exclusions.</p>

6. Exclusions

Internal Exclusions

If children's behaviour does not meet the expectations set out in this policy, the appropriate action will be taken by staff to support them to make positive behaviour choices. The initial actions that staff will take are set out in the restorative process in appendix A of this policy. However, an internal exclusion is a sanction used to remove a child from the classroom in response to serious misbehaviour, or after a range of other strategies have not been successful in improving behaviour over time. If a child is internally excluded, they will spend time with a member of SLT and be away from their peers for at least half a day. If a child is internally excluded, their parents will be notified on that day by a member of SLT.

Fixed-term suspensions and Permanent Exclusions

Only the Headteacher, in consultation with the CEO of The Blue Kite Trust, has the authority to externally exclude a pupil from school. This includes both fixed-term suspensions and permanent exclusions.

- The Headteacher/CEO may suspend a pupil for one or more fixed periods.
- They may also permanently exclude a pupil. If warranted, a fixed-term exclusion may be converted into a permanent exclusion.
- Before making any exclusion, the Headteacher will consult with the CEO of the Trust.

When a pupil is permanently excluded, the Headteacher must:

- Inform the parents immediately, providing clear reasons for the exclusion.
- Explain the parents' right to appeal the decision to the governing body and provide information on how to do so.

- Notify the Local Authority, the Trust, and the governing body about the permanent exclusion and any fixed-term exclusions exceeding five days within a term.

If the excluded pupil is Looked After by the Local Authority (LAC), the Headteacher must also inform the Virtual School. If the pupil has an allocated social worker, the social worker must be informed of any exclusion.

The governing body cannot exclude a pupil themselves or extend a fixed-term suspension imposed by the Headteacher/CEO.

The Headteacher must keep a record of all exclusions (fixed-term and permanent), and relevant documentation should be saved on SIMs.

7. Children with Social, Emotional, and Mental Health Needs (SEMH)

At The Vine Schools, we recognise that all behaviour is a form of communication. For some children, particularly those who have experienced trauma, adverse childhood experiences (ACEs), or have unmet social, emotional or mental health needs (SEMH), behaviour may indicate underlying distress or vulnerability. Some of these behaviours may also be closely linked to safeguarding concerns.

We understand that not all children with SEND will find it challenging to meet behaviour expectations, but for some, behaviour may be affected by their additional needs. In such cases, staff will consider whether a child's behaviour is related to their special educational need or disability, while recognising that not every incident will be directly linked. Each situation will be considered on a case-by-case basis, in line with statutory guidance. Staff are committed to supporting all children in ways that are developmentally appropriate and sensitive to their individual needs, while maintaining high expectations for everyone. This includes:

- Using trauma-informed and relational approaches to help children safely communicate their needs and emotions
- Creating Individual Behaviour and Safety Support Plans when appropriate, tailored to meet specific needs
- Liaising with external agencies when necessary, particularly where safeguarding or welfare concerns arise

Where possible, we aim to anticipate potential behavioural triggers and put in place proactive, preventative strategies. These may include (but are not limited to):

- Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) and trauma-informed approaches
- Visual reminders of expected behaviours
- Adjustments to routines or expectations, such as seating plans, uniform, or sensory accommodations
- Training for staff to develop understanding of specific needs, such as autism or ADHD

8. Child-on-child Abuse and Bullying

At The Vine Schools, we do not tolerate any form of child-on-child abuse. All staff understand that children are capable of abusing their peers and that such behaviour can take many forms, including but not limited to:

- Physical abuse
- Sexual abuse, including sexual violence and sexual harassment
- Bullying (including online/cyberbullying)
- Initiation/hazing-type violence and rituals
- Emotional harm
- Prejudice-related behaviour (including sexist, racist, homophobic, transphobic, disablist, or religious intolerance)

We define bullying as the repetitive, intentional hurting of one person or group by another, where there is an imbalance of power. This can occur in person or online (Anti-Bullying Alliance, 2021).

All incidents of child-on-child abuse are taken seriously and acted upon immediately and consistently, with appropriate consideration given to each child's emotional and mental health. Victims will never be made to feel that they are causing a problem by reporting abuse. They will be supported, believed, and kept safe.

We also recognise that children who perpetrate abuse may be at risk of harm themselves, and we will seek to understand and respond to their needs as part of our safeguarding responsibilities. Wherever appropriate, we will offer support to both the victim and the perpetrator, including bespoke provision related to emotional well-being, healthy relationships, and mental health.

Prevention

We are committed to creating a safe, open, and honest culture where children and adults feel confident to speak up and challenge harmful behaviours. We prevent child-on-child abuse through:

- A strong school ethos based on respect and inclusion
- An age-appropriate PSHE curriculum focused on healthy relationships, consent, respect, and online safety
- Participation in national campaigns such as Anti-Bullying Week and Internet Safety Week, with key messages revisited regularly throughout the year
- Responsive assemblies and class discussions addressing specific issues as they arise
- Displays that signpost children to trusted adults and external helplines (e.g. Childline)
- 'Thoughts boxes' in every classroom, providing a safe space for children to express concerns
- Staff training to recognise signs and respond appropriately to all forms of abuse

Recording and Monitoring

- All incidents of child-on-child abuse, including bullying and prejudice-related behaviours, are logged on CPOMs
- Staff are trained to identify and report concerns in line with the school's safeguarding procedures
- Records are analysed termly to identify patterns or trends
- Behaviour and safeguarding concerns are reported to governors and the Trust three times a year
- We work with external agencies where appropriate to ensure pupils receive the support they need

9. Restrictive Intervention

Where restrictive intervention is required to keep a pupil safe the school will respond in line with the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools.'

At The Vine Schools, we prioritise the safety and well-being of all pupils and staff. Restrictive intervention, including positive handling, is used only as a last resort and always in line with legal requirements and safeguarding best practice.

Positive handling is a graduated approach to managing extreme behaviour that aims to use the least intrusive intervention for the shortest necessary period to achieve safety and control. It is an effective way to support a disruptive pupil while protecting their welfare and complying with legislation.

Before using restrictive intervention, staff consider three key questions:

- Is this intervention in the best interest of the individual?
- Is it proportionate to the circumstances it aims to prevent? (If no action is taken, is a more serious incident likely?)
- Is it necessary to act immediately? (Could waiting improve the situation or make it worse?)

We have several staff trained in Crisis Prevention Training, designed to avoid injury to pupils and staff. Where possible, these trained staff should lead any restrictive interventions. However, if a child or others are at immediate risk, any member of staff may use reasonable force to keep everyone safe.

It is important to note that although Crisis Prevention techniques aim to minimise harm, accidental bruising or scratching may sometimes occur. Such outcomes are not considered a failure of technique but an unfortunate and rare side effect of ensuring safety.

All restrictive interventions must be:

- Formally recorded by the staff involved on CPOMs
- Reported to Senior Leadership Team (SLT) immediately if they were not directly involved
- Communicated to parents or carers on the same day as the incident

Following any intervention, staff should review the circumstances and consider whether a de-escalation plan needs to be created or updated, in partnership with parents, to better manage or prevent future incidents.

Our approach always seeks to reduce the need for restrictive intervention through proactive behaviour support, clear expectations, and strong relationships.

10. Prohibited items

Headteachers and staff have statutory power to search a pupil or possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco or cigarettes
- fireworks
- pornographic images

Any article that the member of staff reasonably suspects has been or is likely to be used:

- to commit an offence or
- to cause injury or damage to property

11. Mobile Phones

Pupils are not permitted to use mobile phones or other personal mobile devices during the school day.

Any pupil who brings a mobile phone to school must hand it in to a designated member of staff upon arrival. The phone is stored securely and returned at the end of the school day.

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

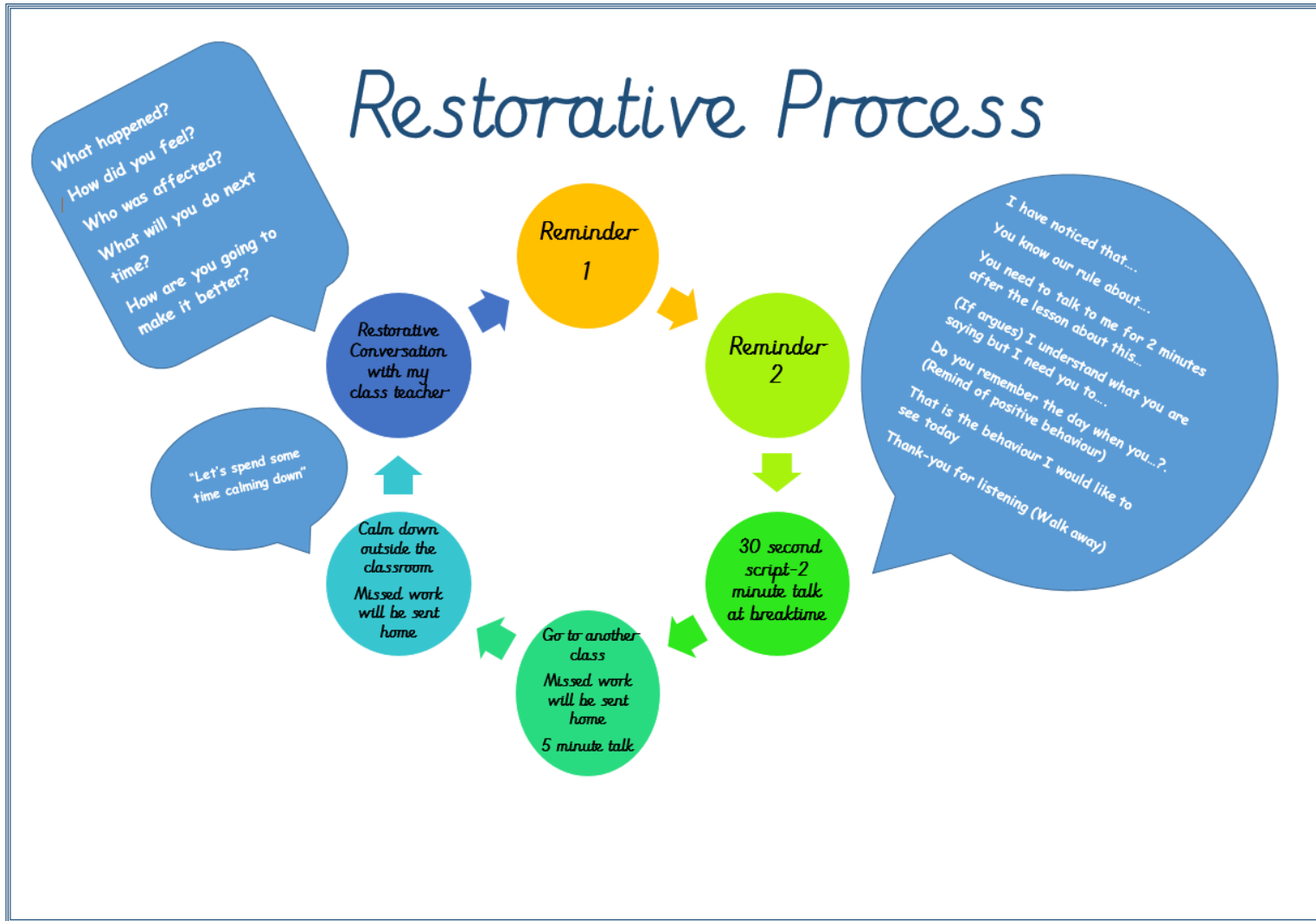
This document was last reviewed and updated on: 29.7.25

The next scheduled review of this document is: 09.26

Signed: Shaun Carter (Headteacher)

Signed: A.Slack (Chair of Governors)

Appendix A



Appendix B

This is how we do it here...

We have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Code

Acting kindly
Being ready
Showing respect

Over and Above

Praise
Recognition Board

Visible Adult Consistencies

Meet and Greet
First attention to best conduct
Calm and caring

Relentless Routines

Wonderful Walking

Terrific Transitions - Stand behind chair, walk to space, sit down

30 Second Script

I have noticed....
You know our rule about....
Do you remember when?.....
That is the behaviour I need to see
Thank-you for listening.

Restorative process

Reminder 1
Reminder 2
Move to another classroom and missed work sent home
Leave the room to help calm down
Restorative conversation

Restorative Conversation

What happened?
What were you thinking at the time?
How did this make people feel?
Who has been affected?
What should we do to put things right?
How can we do things differently in the future?

Appendix C

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!



Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private

Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.