

The Vine Schools

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Sommerfords' Walter Powell)

Behaviour Policy

Type of Document: Policy and Procedures

DBAT Level: 2


Approval delegated to: DBAT/LB/Head teacher

Date Adopted by LB if applicable:

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Appendices:

- A) Restorative Process
- B) Behaviour Toolkit
- C) Recognition Board

History of most recent Policy changes (must be completed)

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
September 2017	Appendices	Added consequence chart	As a result of SLT meeting
April 2018		Reduced amount of rewards to make it clearer	As a result of SLT meeting
September 2018	Appendices	Added Dojo guideline page Consequence Charts: Made bigger and clearer Removed eating sweets and chewing gum Tweaked lunchtime consequences	Feedback from teachers SLT meeting
September 2019	Appendixes and main main text		
September 2020		Added peer on peer abuse, exclusions and social, emotional and mental health.	
September 2022		Added learning behaviours and changed peer on peer to child on child abuse	Changed in KCSIE 2022
September 2023	Page 10	Added Physical Intervention	From Safeguarding Policy
November 2023	Page 9	Removed 'children may be send home if dysregulation affects mental health' and added in 'parents may be asked to come to school to co-regulate	Changed to reflect current practice

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1. Introduction

The Vine Schools are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

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 values - GRAPES

G – Generosity
R – Respect



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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.

We do this by using scripts and relentless routines to deal with challenging behaviour.

- 30 Second Script and restorative questions (Appendix A)
- Behaviour toolkit (Appendix 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. Successful routines have a **maximum of 3 simple steps**.

Expectations of ALL Adults

We expect every adult to: - PLEDGE

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, recognition boards)
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. First Attention to Best Conduct

At The Vine Schools, we catch children doing the right thing first before we deal with poor behaviour.

We do this by using the following:

- Verbal positive, explicit praise
- Class recognition board (Appendix C)

Focusing on

- offering and taking ideas
- noting and learning from mistakes

- challenging themselves
- investigating and asking questions
- taking risks and trying new things
- working as a team
- never giving up
- showing pride in all they do
- Marble jar reward system (e.g. table points, raffle tickets)
- Celebration assembly
 - Value learner of the week
 - Citizen of the week
 - Perseverance learner of the week

4. Restorative and Inclusive Approaches

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

- Restorative Process (Appendix A)
- Calm spaces around the school
- 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	Using a calm voice, a gentle reminder is given to point the children in the right direction if behaviour is poor. This gentle reminder will relate to our school code or values which are not being adhered to. Repeat reminders will be given if necessary. Praise will be given instantly if the child models good behaviour.
3. Reminder 2	A clear and short verbal warning will be delivered, making the learner aware of their behaviour and outlining consequences if

	<p>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 2)	<p>The child will be spoken to privately and given a final opportunity to engage.</p> <p>The 30 second script (appendix 2) will be used at this stage.</p>
5. Calm Down (if necessary – appendix 4 can be used here)	<p>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.</p>
6. Repair	<p>This is where the restorative conversation will take place with the class teacher (see appendix 1). It is used to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. 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.</p>
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).</p>

	A serious breach may lead to fixed term exclusions.
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5. Children with Additional Vulnerabilities

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences or other mental health needs and we must ensure that all pupils are supported to communicate their needs safely and appropriately. We understand that some children will require further support with their social and emotional needs. Challenging or disruptive behaviour could be a sign that a child is at risk of harm. The Vine Schools have safe areas for children with disabilities, SEND, or certain health conditions to use as necessary, as we recognise they may face additional challenges with communicating an unmet need through their behaviour. As a school, we ensure that all staff working directly with children have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances.

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans will be created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used for children to communicate barriers and difficulties in overcoming these barriers. We also liaise with outside agencies due to safeguarding and welfare needs, if necessary.

If a child becomes so dysregulated that it seriously affects their mental health, parents may be asked to come to support co-regulation in order to support their mental health and enable to child to remain in school safely.

6. Child-on-child Abuse and Bullying

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying), physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021) Measures are in place to prevent bullying taking place. The Vine Schools take part in the national Anti-Bullying week and have a program of PHSE lessons focusing on anti-bullying. During internet safety week, we cover online bullying, though we also cover this at various points throughout the academic year. Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support. Pupils who attend our schools have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

To enable such an open and honest environment, it is necessary to:

- ensure the whole school feels confident and enabled to talk about issues and challenge perceptions of children, including use of inappropriate language and behaviour towards one another.
- teach children about 'rights and wrongs' and appropriate strategies to deal with such behaviour through PSHE lessons.
- display posters in the school which advertise helplines (e.g. Childcare)
- have a 'thoughts box' in each class which allows children to share their thoughts and feelings in a safe environment
- log behaviour incidents on CPOMs.
- analyse CPOMs termly to identify trends
- report behaviour incidents in School Leader Reports to Academy Council.

Child-on-child sexual abuse including sexual harassment and sexual violence are dealt with very seriously and staff have received training to help them identify the possible signs and indicators. We recognise that even if there are no reports of child on child sexual abuse it could still be happening here. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child may also be in danger.

At The Vine Schools, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All child-on-child abuse, including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Further guidance and procedures for responding to incidents of child on child abuse are included in our safeguarding and child protection policy.

7. Physical Intervention

Where physical intervention is required to keep a pupil safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013. Physical intervention will only every be used as a last resort and in order to ensure the child, other children and adults are safe.

As a school we may intervene to:

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of physical intervention are recorded in the school's bound book and reported to parents/carers.

8. Exclusions

Fixed Term Exclusions (External)

We believe that, in general, exclusions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm, an external exclusion will be used to reset the class and the child. A plan for reintegration will be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on SIMS and reported to the Academy Council three times a year.

Permanent Exclusion

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed that a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust does not believe that permanent exclusions are affective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education

or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work
- Gain expert advice
- An assessment for social, emotional, needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

Appendix A



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 B



Behaviour Toolkit

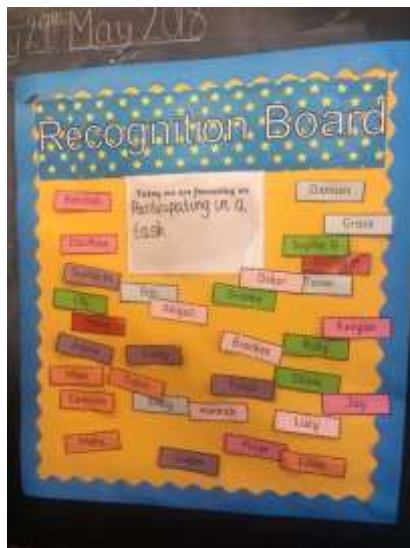
<p>Directions are given in a calm, firm, quiet voice</p>	<p>Name ... direction ... Thanks - 'Kyle...baseball cap off...thanks'</p>
<p>Give instructions and walk away to show expectation of compliance - 'I need you to move to the chair over there. Thank you'</p>	<p>End instructions with 'thank you' or 'thanks' not please - 'Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks'</p>
<p>Expect children time to comply with the first instruction and give them time to do so</p>	<p>Stay focused on the primary (not secondary) behaviours - 'Sarah lets out a 'huff' but Mr. Gabil ignores this secondary behaviour.'</p>
<p>Use Yes and And to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - 'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'</p>	<p>Give non-confrontational advice - "Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!</p>
<p>Use short and simple directions - "Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!"</p>	<p>Use positive do's rather than don't" "Alex, I'd like you to choose to sit back in your seat. Thank you." Rather than Alex don't get out our your seat</p>
<p>Use the language of choice - "Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?"</p>	<p>Use When and Then - "Trevor, when you've put up your hand then I will answer your question."</p>
<p>Use double what questions - 'Joe - What are you doing' ' What should you be doing?'</p>	<p>Use I (not you) four part statements - "Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next."</p>
	<p>Ask "Are you Ok?" To intervene early in non-confrontational manner.</p>

Appendix C

Recognition boards

(From 'When the Adults Change, the Children Change' by Paul Dix)

A recognition board is the simplest way to shift the culture of your classroom



It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board.

The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. **We are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes.** Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility.

Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.