**Vine Tree Primary**

Behaviour Policy

**Contents:**

[Statement of intent](#_Statement_of_intent_1)

* [Legal framework](#_Legal_framework_1)
* [Roles and responsibilities](#_[Updated]_Roles_and)
* [Definitions](#_Definitions)
* Expectations of behaviour
* [Managing behaviour](#_[Updated]_Managing_behaviour)
* Rewards for expected good behaviour
* Consequences of inappropriate behaviour – a staged approach
* [Prevention strategies and sanctions for unacceptable behaviour](#_[Updated]_Prevention_strategies)
* [Sexual abuse and discrimination](#_[Updated]_Sexual_abuse)
* [Smoking and controlled substances](#_[Updated]_Smoking_and)
* [Prohibited items, searching pupils and confiscation](#_[Updated]_Prohibited_items,)
* [Effective classroom management](#_[Updated]_Effective_classroom)
* [Behaviour off school premises](#_Positive_relationships_and)
* [Monitoring and review](#_[Updated]_Monitoring_and)

**Statement of intent**

**Vine Tree Primary** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour is a communication of need due to educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has 5 key values, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

Where vulnerable pupils are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Equality Act 2010
* Education and Inspections Act 2006
* Health Act 2006
* Voyeurism (Offences) Act 2019
* The School Information (England) Regulations 2008
* DfE (2016) ‘Behaviour and discipline in schools’
* DfE (2021) ‘Keeping children safe in education 2021’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2013) ‘Use of reasonable force’
* DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies:

* Pupil Code of Conduct
* Social, Emotional and Mental Health (SEMH) Policy
* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Exclusion Policy
* Physical Intervention Policy
* Peer-on-Peer Abuse Policy
* Child Protection and Safeguarding Policy
* Pupil Drug and Alcohol Policy
* Searching, Screening and Confiscation Policy
* Anti-bullying Policy

# Roles and responsibilities

The governing board has overall responsibility for:

* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture of mutual trust and respect all.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The headteacher is responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in delivering a whole school approach and targeted support.
* Establishing the standard of behaviour expected by pupils at the school.
* Establishing the school rules.
* Promoting restorative practices
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents and pupils at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

* Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
* Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

* Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective strategies of support.

Teaching staff are responsible for:

* Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
* Aiming to teach all pupils the full curriculum, whatever their prior attainment.
* Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

* Adhering to this policy.
* Supporting pupils in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling positive behaviour.
* Being aware of the signs of behavioural difficulties.
* Having high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
	+ SENCO.
	+ Headteacher.
	+ Class Teacher

Pupils are responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

* Supporting their child in developing positive behaviours.
* Reinforcing the values and ethos of the school.
* Informing the school of any changes in circumstances which may affect their child’s behaviour.

**Expectations of behaviour**

At Vine Tree Primary School, it is expected that each child will;

* Uphold and actively demonstrate the 5 School Values: (Learn, Respect, Treated Fairly, Included and Enjoy)
* Work their hardest all of the time
* Show resilience and persevere
* Listen to and follow instructions given by adults and follow rules
* Show respect to others by being polite, kind and helpful
* Say sorry if they hurt someone
* Keep the school smart by taking care of equipment and belongings
* Choose games at playtimes that do not hurt others and invite everyone to play
* Use technology safely and within the guidance of the adult

At the start of each academic year, the children and their new class teacher/s will agree the behaviour that is expected of the children. It is important to do this at the start of every academic year as the expectations will change as the children move through the school. Class teachers should remind the children of expectations of behaviour – and the consequences of poor behaviour – at least every term (six times per year). Class teachers may find it necessary to revise the expectations in light of repeated instances of unwanted behaviour.

It is unacceptable for anyone to;

* Disturb the learning of others
* Be disrespectful by answering back or speaking inappropriately to an adult
* Use rude language or swear, including online
* Use aggressive behaviour towards others
* Be dishonest
* Bully others, including online
* Damage equipment or purposely use it in the wrong way

**ALL ADULTS** within the school are responsible for modelling the highest standards by setting a good example themselves.

# Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Our school keeps a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems using the web-based programme Track-it-lights. After an initial incident of negative behaviour, the following sanctions are implemented:

If children make behaviour or learning choices that are not following our school policy and ethos, they will be given two warnings. For the first, they will be placed on ‘orange’ and the second, onto ‘yellow’. After each warning, the children have the opportunity to move themselves back up to ‘green’ by showing good behaviour, learning and values. Points are NOT deducted when the children are given warnings.

Where, very rarely, improvements are not made after ‘orange’ and ‘yellow’, children will be placed on ’red’ and brought down to speak to the Headteacher about how we can work together to improve from now on. We will always make sure that parents are informed, via text message, if their child has been put onto ‘red’ and has spoken to by me so we can continue to work together across school and home.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

* The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school’s Exclusion Policy, and will determine the length of the exclusion.
* Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil’s behaviour.
* Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school’s national SEND budget.
* Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

For discipline to be lawful, the school will ensure that:

* The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
* The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
* The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other relevant information.

# Rewards for expected good behaviour

A key feature of our policy is ‘praise’. We believe it is of utmost importance to celebrate good work, positive behaviour and attitudes, and build high self-esteem. Children are praised and rewarded for displaying the expected level of good behaviour in a variety of ways. These include, amongst others; verbal praise, green behaviour points recorded on our school’s behaviour system of Trackit Lights, certificates, stickers, ‘Star of the Week’, ‘Star Writer’, ‘Star Mathematician’, Star Reader’, house points, Golden Behaviour, Golden Lanyards and text home, Headteacher Award, participating in a class reward, class teacher contacting parent.

**Trackit Lights green behaviour points**

Children start their day on ‘green – Ready to Learn’ and if they were showing excellent behaviours, they worked their way up to being ‘Golden’ earning a golden lanyard, sticker and special golden Headteacher Certificate.

Children can earn green behaviour points throughout the day for a variety of reasons including for demonstrating the five school values, for which parents receive notifications on the parental Trackit Lights app.

Each half term, the class with the most green behaviour points will receive a certificate and a class treat (which the class vote on).

As their points mount up, they will also earn points throughout the year towards achieving different levels of certificates. At the same time the children are earning house points and rewards for their team, Kestrels, Eagles, Hawks or Falcons.

The order of the awards are as follows and are awarded on a Friday:

* Bronze (100 Points)
* Silver (250 Points)
* Gold (400 Points)
* Platinum (550 Points)
* Diamond (700 Points)
* Rainbow (1000 Points)

Also, there is an opportunity for children who display exceptional behaviours and attitudes to instantly gain 10 green points by earning the ‘super star award’. Those children that do this will instantly turn ‘Golden’ and visit Mr Locke to receive their golden lanyard, certificate and sticker.

# Consequences of inappropriate behaviour – A staged approach

**Stage 1** - Orange behaviour points: If a child breaks one of our school rules or is not following the expectations agreed upon, an adult will remind the child of the rule that is broken/expectation not adhered to and an orange behaviour point will be given. For majority of children this will be sufficient to take responsibility for their behaviour and bring it back to the expected standard and the orange behaviour point can be removed.

**Stage 2** – Yellow behaviour points: If a child breaks the rule/does not follow the expectations again and need a further reminder, a yellow behaviour point will be given and the adult may ask the child to move to a different table within the classroom or to stay in during part of break or lunchtime and will talk about the behaviour with the child.

**Stage 3** – Red behaviour points: If a child breaks a rule/does not follow expectations for a third time they will need to see the Headteacher/Deputy Headteacher. Parents/carers will be informed via the APP.

**Your child will be given one of the following consequences:**

* have a time out in another classroom (time dependent of age of pupil and severity of the action). They will not be able to return to class until they have discussed their behaviour with an adult and agreed how to change it.
* A phone call home will be made and you will be expected to take your child home for the rest of the day
* work in isolation for the rest of the day
* have separate breaktime/lunchbreak to their peers

Specified red behaviours (swearing, physical incidents, bullying and sexual incidents) will be classed as a serious breach and will be classed as a stage 4 consequence

**Stage 4** – Single serious breach, repeat of serious breach or no improvement:

* a phone call home will be made and your child will receive a fixed term suspension
* A formal discussion and meeting with parent, teacher and Headteacher will take place.
* Possible permanent suspension from school.

# Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils’ behaviour in the future.

**Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
* Providing adequate personal space and not blocking a pupil’s escape route.
* Showing open, accepting body language, e.g. not standing with their arms crossed.
* Reassuring the pupil and creating an outcome goal.
* Identifying any points of agreement to build a rapport.
* Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Physical intervention**

In line with the school’s Physical Intervention Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

**Isolation**

The school may decide to move pupils to a separate room away from other pupils for a time period – these is known as isolation.

The school will only move pupils to isolation where absolutely necessary. The school will ensure that pupils’ health and safety is not compromised during their time in isolation, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

# Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

# Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

* Start the year with clear sets of rules and routines that are understood by all pupils.
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

* Conduct themselves around the school premises in a safe, sensible and respectful manner.
* Arrive to lessons on time and fully prepared.
* Follow reasonable instructions given by staff.
* Behave in a reasonable and polite manner towards all staff and pupils.
* Show respect for the opinions and beliefs of others.
* Complete classwork as requested.
* Hand in homework at the time requested.
* Report unacceptable behaviour.
* Show respect for the school environment.

**Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

* Seating those who frequently model poor behaviour closest to, and facing, the teacher.
* Seating those who frequently model poor behaviour away from each other.
* Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
* Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

# Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

* Wearing school uniform.
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

* Could negatively affect the reputation of the school.
* Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
* Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on a regular basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2026**