



Behaviour Policy

10 June 2025

About This Document

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History

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1. Introduction

- 1.1. The Vine Christian School seeks to create an atmosphere in which effective teaching and learning can take place. Adults and children flourish best in an ordered environment therefore we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.
- 1.2. The Vine Christian School considers the moral and spiritual development of all its students as being of great worth. All associates of the school community need to have a strong sense of the standards we wish to encourage and an understanding of right and wrong. All our pupils must accept that they are accountable for their actions, and that actions always have consequences. Of course, the school is only one part of each pupil's life: parents, siblings, extended family, society at large and, in most cases, a Christian faith will contribute to their moral and spiritual development.
- 1.3. There are firm boundaries and expectations regarding behaviour and positive encouragement and rewards for those who follow them. When children behave in an unacceptable manner physical punishment will never be used or threatened. Although staff may feel the need to raise their voices the students will not be shouted at in an aggressive way.
- 1.4. When a student displays unsatisfactory behaviour, it will be discussed to see how it can be improved in future. It will always be made clear that although the behaviour is wrong the child is still accepted and loved. The individual child's level of maturity and understanding will be considered when dealing with any behavioural problems.
- 1.5. We teach the students to respect authority as given by God to parents, teachers and others in the school and Church communities; therefore, the principles underlying this Behaviour Policy are based on respect for self, for others and for the environment:
- 1.6. Respect for self:
 - i. Everybody should:
 - a) Behave in a sensible and appropriate manner.
- 1.7. Respect for others:
 - i. Everybody should:
 - a) Allow others to learn and teachers to teach.
 - b) Treat everybody with consideration and good manners.
 - c) Respect the right of others to hold their opinions.
 - d) Keep to and enforce the school dress code.
 - e) Help to prevent all forms of bullying.
 - f) Behave with the health and safety of others in mind.
 - g) Behave helpfully and responsibly.

- 1.8. Respect for the environment
 - i. Everybody should:
 - a) Treat their own property and the property of others with care.
 - b) Treat the school buildings, contents, and grounds with care.
- 1.9. In doing so we will:
 - i. work to maintain fair discipline with a clear code of conduct that all staff and parents uphold.
 - ii. teach the children to respect authority.
 - iii. have firm boundaries and expectations regarding behaviour.
 - iv. give positive encouragement and rewards for those who follow them.
 - v. operate a merit/demerit system as detailed below.

2. Rewards, Corrective Measures and Sanctions

- 2.1. Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.
- 2.2. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:
 - i. it is above the standard for that class.
 - ii. it is above the standard for that student.
 - iii. it is of a consistently good standard.
- 2.3. We should avoid giving rewards:
 - i. as bribes e.g., for classroom control
 - ii. on demand
 - iii. in a way which causes embarrassment
 - iv. in a way in which devalues their worth to others (e.g., overuse)
- 2.4. Corrective Measures or Sanctions can be linked to work, effort, behaviour, and personal conduct and should be given when behaviour, work or effort is:
 - i. below the standard expected by the school
 - ii. below the standard of that student
 - iii. of a consistently poor standard
- 2.5. We should try to avoid:
 - i. Negative comments – especially about the person
 - ii. Punishing a whole group
 - iii. Inconsistency

- iv. Threatening and not carrying through those threats
 - v. Put downs and sarcasm.
 - vi. Ridicule or humiliation
 - vii. Causing intentional embarrassment
 - viii. Labelling the child instead of confronting their action and behaviour
- 2.6. We should never:
- i. Impose excessive Corrective Measures or Sanctions
 - ii. Shout aggressively
 - iii. Punish a child for a decision made by the parent.
- 2.7. A merit/demerit system is operated within the school where the students are rewarded for good behaviour but corrected for that which is unacceptable. Corrective measures (withdrawal of privileges and demerits) or Sanctions (detentions, exclusions, and expulsion) are used within the school for misdemeanours or bad behaviour, depending on the nature and seriousness of the misconduct.

3. Rewards

- 3.1. The Merit System:
- i. Merits are given as Rewards for helpfulness, diligence, particularly neat work, extra effort, good attitude etc. as well as for learning scripture and passing PACE tests.
 - ii. A merit shop is held every half term, where the children may spend their merits.
- 3.2. Other Ways to Reward/Praise a student:
- i. Blessing Slips
 - ii. Congratulations Slips
 - iii. 1000's Club
 - iv. ACE Privilege System
 - v. Honour Roll
 - vi. Positive comments in class and/or reinforcement at end of lesson.
 - vii. Use the contact book effectively – this is a way of letting both Supervisors and parents know.
 - viii. The use of the contact book needs to be discussed regularly with staff and parents.
 - ix. A letter home to parents.
 - x. Parents' Evenings/Whole School Assemblies/Awards Ceremony – use these as a
 - xi. means of praising where appropriate.

4. Corrective Measures and Sanctions

4.1. The Demerit System:

- i. If a student receives 3 – 6 demerits in one day, they will be given a detention of between 15 and 60 minutes during the following lunch hour/fruit break. Juniors younger than 8 years of age, will serve their detentions at home. Juniors over the age of 8, intermediates and seniors will serve their detentions at school by missing breaks up to the value of the detention earned.
- ii. Parents will be informed of poor behaviour, which is repeated but not overly serious, and be asked to deal with the matter. This will include when a student has been given six demerits in one day, which have been issued for minor offences such as repeatedly not scoring properly, wasting time asking permission when previously refused by another adult, careless attitude to property, disrespect towards adults, or, being given more than 2 demerits in one day for bad attitude or disrespect towards other students, swearing, blasphemy or inappropriate language (second offence), cheating, lying, disobedience, repeated offence after warning being given, etc.

4.2. Sanctions:

- i. Parents will be informed of 'Significant Incidents' with a detention slip and a telephone call or request for a meeting and asked to deal with the situation appropriately and inform the school that action has been taken. This will be filed detailing the reason for disciplinary action being taken and the actual action taken.
- ii. If the school believes that further sanctions are needed the parents will be asked to come in to school for an interview to discuss what needs to be done. Repeated offences of this nature may result in the pupil being excluded or expelled.
- iii. Extreme offences such as racial, sexual, or physical abuse, sexualised language, or violent or bullying behaviour will result in the parents being asked to come in to school for a meeting to discuss what needs to be done. Offences of this nature may result in the pupil being excluded or expelled. In the case of an offence of a sexual nature advice may be sought from the NSPCC helpline or the Wokingham Duty and Triage helpline.

4.3. Recording Sanctions:

- i. The school will keep records of all sanctions in the school office. Copies of all 'Significant Incident' forms and 'Major Incident' forms will be made before sending them home to the parents. These will be kept on file.
- ii. Parents are expected to sign and return the forms to the school office the following day, checks will be made to ensure that this takes place. If they are not returned the school will call the parents to enquire as to whether the forms were received and to request their return, duly signed. All staff will be made aware of the forms and the process of sending them home.
- iii. All sanctions that are issued such as exclusion or expulsion will also be recorded by the school and kept in their personal files.

4.4. Other ways to correct a student:

- i. Make your disapproval clear – by talking to the student, by showing your disapproval in front of others (without humiliating them).

- ii. Insist that work is repeated/completed or that extra work is done. Always give a deadline and check.
 - iii. Students should be moved in class if their present position is affecting their ability to learn or influencing the learning of others.
 - iv. Use the Homework diary to record information which you wish to pass on to the parents/guardians.
 - v. Meet with the student and the Supervisor to discuss future conduct.
 - vi. Student referred to the Headteacher or School Pastor.
 - vii. Contact with the home if approved with the Headteacher.
- 4.5. There are higher levels of sanctions, which may be imposed after consultation with appropriate staff and parents:
- i. Withdrawal of privileges.
 - ii. Internal exclusion.
 - iii. Ask parents/guardians to come in.
 - iv. After – school detention.
 - v. Permanent exclusion.
 - vi. Fixed term exclusion from school.

5. Strategies

- 5.1. Procedures – Strategies for Promoting Good Behaviour
- i. We firmly believe in an active partnership between parents and school.
 - a) Praising students for good behaviour (e.g., letters home, notes in contact books)
 - b) Daily Opening Exercises and Devotions which help to promote good behaviour.
 - c) Staff being visible around the school, being seen to be interested in the students and in good self-discipline.
 - d) Learning the names of students to let them know they belong.
 - e) Displaying examples of good student work.
 - f) Rewarding good behaviour as appropriate.
 - g) Employing a flexible approach to the curriculum to attempt to meet the needs of all students.
 - h) Pleasant school environment.
 - i) Adults' role as role models.
 - j) Creating calm and orderly movement around the school.
 - k) Use of professional and positive language when dealing with students.

- l) Aim for self-discipline. Help students by providing a checklist relating to positive expectations.

5.2. Procedures – Strategies for Discouraging Poor Behaviour

- i. There is a range of strategies used for discouraging poor behaviour.
 - a) Using Corrective Measures and Sanctions as appropriate
 - b) Staff being visible around the school, being seen to be interested in the students and in good self-discipline.
 - c) Learning the names of students to let them know they belong.
 - d) Counselling/punishing poor behaviour, not the child but their action.
 - e) Pleasant school environment and suitable organisational strategies.
 - f) Seeking information and support from students.
 - g) Use of parents.
 - h) Adults as role models (e.g., punctuality, standard of dress etc.)
 - i) Creating calm and orderly movement
 - j) Providing students opportunities to identify undesirable behaviours.
 - k) ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy.
 - l) Daily truancy/late checks and action

6. Expectations at The Vine Christian School

6.1. Respect Each Other:

- i. Talk politely and calmly to ALL STAFF.
- ii. Listen to ALL STAFF. Do not interrupt.
- iii. Put your hand up if you want to say something in class.
- iv. Use the words “PLEASE” and “THANK YOU”.
- v. Talk politely to other students.
- vi. Stand up when visitors enter the room.

6.2. Uniform:

- i. The Vine Christian School expects its students to abide by the uniform guidelines set out in the Admissions Pack and to arrive on school premises correctly and smartly presented each day.

6.3. Location:

- i. Enter and leave school carefully- be on the lookout for cars when crossing the playground at the beginning and end of the day and at lunchtime.
- ii. Only use the car park when arriving or leaving the school.

- iii. Walk around the site. Do not run.
- iv. Hold doors open for others.
- 6.4. Equipment:
 - i. Look after your own office and any equipment entrusted to you.
 - ii. Respect the school buildings and the school equipment.

7. All Members of The Vine Christian School Will:

- 7.1. Walk NOT run
- 7.2. Show courtesy by holding doors open.
- 7.3. Eat food and drink only in the provided areas.
- 7.4. Avoid inappropriate physical contact.
- 7.5. Keep the General Office area and main doorway area free for visitors.
- 7.6. Show consideration for our neighbours by not blocking the area outside the school.
- 7.7. Follow the Health and Safety regulations on the school site.
- 7.8. Always treat the decoration of the building sensibly.

8. Monitoring

- 8.1. Monitoring is carried out in formal and informal ways by staff where needed:
 - i. Record of exclusions – Headteacher and Supervisors
 - ii. Comments in homework diaries – Supervisors
 - iii. Referral to outside agencies – Headteacher
 - iv. Students' academic projections/progress reports/reviews – Supervisors
 - v. Incident sheets/Logs – Supervisors and Monitors
 - vi. Demerits/Corrective Measures – Headteacher, Supervisors and Monitors
 - vii. Sanctions – Headteacher/Supervisors (depending on the seriousness of the incident)
 - viii. Individual Needs Register – Supervisors
 - ix. Annual Reports – Headteacher and School Pastoral Principal
 - x. Personal Development Plans – Headteacher and Supervisors
 - xi. Interviews/phone calls/emails and letters to parents – Headteacher, School Pastoral Principal and Supervisors
 - xii. Registration/Lates arrivals – Office Administrator
 - xiii. Medical information – Office Administrator
 - xiv. Direct observation of student behaviour in and out of lessons – Supervisors

- xv. Detention records/CRs – Supervisors
- xvi. Weekly meetings of the Headteacher, School Pastoral Principal and Supervisors will consider behaviour – related issues.

9. Support for Staff

- 9.1. It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- 9.2. Rather than work in isolation it is much better to seek help and use the procedures that exist. Several staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.
- 9.3. Enlisting a senior member of staff to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.
- 9.4. Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.