



Behaviour Policy

9 October 2026

About This Document

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History

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1. Introduction

- 1.1. The Vine Christian School seeks to create a calm, safe, supportive and respectful environment in which effective teaching and learning can take place. The school promotes high standards of behaviour through clear expectations, consistent routines, positive relationships, appropriate rewards and proportionate sanctions.
- 1.2. This policy has regard to Keeping Children Safe in Education 2026, the Education (Independent School Standards) Regulations 2014, the Equality Act 2010, and the Department of Education guidance Behaviour in Schools: Advice for Headteachers and School Staff. It should also be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Online Safety Policy, Searching and Confiscation Policy, Sharing Nudes and Semi-Nudes Policy and Restrictive Interventions and Use of Reasonable Force Policy.
- 1.3. In accordance with the Independent School Standards, the Governors and Trustees will ensure that this written behaviour policy is implemented effectively, that it sets out the sanctions which may be used in response to pupils misbehaviour, and that a record is kept of sanctions imposed for serious misbehaviour.
- 1.4. 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.
- 1.5. 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 use their voices assertively, the students will not be shouted at in an aggressive way.
- 1.6. 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.
- 1.7. 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:
- 1.8. Respect for self:
 - i. Everybody should:
 - a) Behave in a sensible and appropriate manner.
- 1.9. Respect for others:
 - i. Everybody should:
 - a) Allow others to learn and teachers to teach.

- b) Treat everybody with consideration, dignity and good manners, including those with different backgrounds, beliefs, protected characteristics or needs, and reject racism, faith-based prejudice, misogyny, misandry and other discriminatory behaviour.
- c) Respect the right of others to hold their opinions.
- d) Keep to and enforce the school dress code.
- e) Help to prevent and report all forms of bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- f) Behave with the health and safety of others in mind.
- g) Behave helpfully and responsibly.

1.10. 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.

1.11. 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 and sanctions may be linked to work, effort, behaviour and personal conduct. They must be lawful, reasonable and proportionate, applied consistently and fairly, and take account of the pupil's age, circumstances, special educational needs or disabilities, communication needs and any relevant safeguarding information. Staff should consider whether behaviour may be linked to an unmet need before deciding the appropriate response:
- 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, Yellow slips, Red slips, 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 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' through the school's usual reporting system and asked to support the school in addressing the behaviour. The school remains responsible for deciding and applying any school sanction. A record will be kept of the incident, the action taken and any follow-up required.
- ii. Yellow Slips will be given for: asking permission when previously refused by another adult; careless attitude to property; disrespect towards adults; being given more than 2 demerits in one day for bad attitude or disrespect towards other pupils; swearing, blasphemy or inappropriate language (2nd offence); cheating; lying; disobedience; repeated offence after warning given.
- iii. More serious matters (Major incidents) may result in a Red Slip being issued. Parents will be informed and may be invited to meet with the school to discuss the incident, support and any further action required. Repeated or sufficiently serious misconduct may result in suspension (fixed-term exclusion) or permanent exclusion/expulsion in accordance with the school's published procedures and contractual arrangements with parents.

- iv. Red Slips will be given for bullying; rebellious attitudes; violent behaviour; repeated swearing or blasphemy; inappropriate language (3rd offence).
 - v. Serious incidents such as discriminatory or prejudice-based abuse, including racism, faith-targeted abuse, misogyny or misandry, sexual violence or sexual harassment, serious bullying, threatening behaviour or violence will be treated as both behaviour and, where relevant, safeguarding matters. Staff must follow the school's Safeguarding and Child Protection Policy. The DSL or Deputy DSL must be informed without delay where the behaviour gives rise to a safeguarding concern.
- 4.3. Recording Sanctions:
- i. The school will keep appropriate records of sanctions. In accordance with the Independent School Standards, sanctions imposed for serious misbehaviour will be recorded. Records will include sufficient information to identify the incident, the sanction imposed, and any safeguarding or follow-up action required.
 - ii. Suspensions (fixed-term exclusions), permanent exclusions/expulsions and other sanctions for serious misbehaviour will be formally recorded by the school. Other sanctions may also be recorded in accordance with school procedures.
- 4.4. Other ways to correct a student:
- i. Make your disapproval clear – by a look, by talking to the pupil, by showing your disapproval in front of others (without humiliating them!). Make disapproval of the behaviour clear in a calm and proportionate way, without humiliating or embarrassing the pupil.
 - 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. Suspension (fixed-term exclusion) from school.

5. Suspension and Permanent Exclusion

- 5.1. As an independent school, the school is not subject to the Department for Education statutory Suspension and Permanent Exclusion guidance that applies to maintained school, academies and pupil referral units. Any suspension or permanent exclusion will therefore be carried out in accordance with this published Behaviour Policy, the school's admissions/parent contract and any separate school exclusion procedure.
- 5.2. The school will not use suspension or permanent exclusion simply because it is unable to meet a pupil's special educational needs or disability. Decisions will take account of safeguarding, reasonable adjustments under the Equality Act 2010 and any relevant special educational needs or disability and will be fair and proportionate.
- 5.3. The school will not use informal or unlawful exclusion practices, including sending a pupil home for disciplinary reasons without recording and treating the action in accordance with the school's published procedures.

6. Strategies

- 6.1. 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 pupils adapting teaching, routines and support where appropriate to meet pupils' individual needs, including reasonable adjustments for disabled pupils and pupils with special educational needs.
 - 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.
- 6.2. 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) Consultation with 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

7. Pupils with SEND, Disabilities and Additional Needs

- 7.1. The school recognises that behaviour may be influenced by a pupil's special educational needs, disability, communication needs, mental health, trauma or other vulnerability. Staff will consider whether reasonable adjustments or additional support are required and will work with parents and relevant professionals where appropriate. A pupil will not be sanctioned for behaviour that is a direct consequence of disability without proper consideration of reasonable adjustments and the individual circumstances.
- 7.2. When developing and applying behaviour rules, sanctions, uniform requirements and other expectations, the school will consider the equality and safeguarding implications, including whether a rule may place a pupil with a protected characteristic or a gender-questioning pupil at a particular disadvantage. Any adjustments or exception will be considered case by case, balancing the legitimate aim of the rule, safeguarding, fairness and the rights and needs of others.

8. Bullying, Child-on-Child Abuse and Safeguarding

- 8.1. Bullying is not tolerated. The school's Anti-Bullying Policy covers bullying in person and online, including cyberbullying and prejudice-based or discriminatory bullying, including racism, faith-targeted abuse and other prejudice-based incidents. Behaviour which may constitute child-on-child abuse, sexual violence, sexual harassment, exploitation, coercion, harmful sexual behaviour or the sharing of nudes or semi-nudes, including images generated or digitally altered using AI, must be dealt with under the Safeguarding and Child Protection Policy as well as this Behaviour Policy. Behaviour concerns must never be dismissed as 'banter', 'just having a laugh', or 'part of growing up' where they may indicate harm.

9. Behaviour Outside School and Online

- 9.1. The school may respond to misbehaviour outside school, including online behaviour, where there is a clear connection with the school, where the behaviour threatens another pupil or member of staff, could adversely affect the orderly running or reputation of the school, or gives rise to a safeguarding concern. This includes behaviour when travelling to or from school, on school visits, when identifiable as a pupil at the school, and harmful online conduct affecting members of the school community.

10. Searching, Confiscation and Restrictive Intervention

- 10.1. Any search or confiscation will be carried out in accordance with the school's Searching and Confiscation Policy. Restrictive intervention or reasonable force will only be used where lawful, necessary and proportionate, with due regard to the pupil's individual needs and any relevant safeguarding information, and in accordance with the school's Restrictive Interventions and Use of Reasonable Force Policy. Corporal punishment is prohibited and will never be used or threatened.

11. Expectations at The Vine Christian School

11.1. 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.

11.2. 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.

11.3. 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.

11.4. Equipment:

- i. Look after your own office and any equipment entrusted to you.
- ii. Respect the school buildings and the school equipment.

- iii. Ensure all equipment is put away tidily when finished with.

12. All Members of The Vine Christian School Will:

- 12.1. Walk NOT run.
- 12.2. Show courtesy by holding doors open.
- 12.3. Eat food and drink only in the provided areas.
- 12.4. Avoid inappropriate physical contact.
- 12.5. Keep the General Office area and main doorway area free for visitors.
- 12.6. Show consideration for our neighbours by not blocking the area outside the school.
- 12.7. Follow the Health and Safety regulations on the school site.
- 12.8. Always treat the decoration of the building with respect.

13. Monitoring

- 13.1. Monitoring is carried out in formal and informal ways by staff where needed:
 - i. Record of suspensions/permanent exclusions and sanctions for serious misbehaviour – 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.

14. Support for Staff

- 14.1. It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- 14.2. 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.
- 14.3. 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.
- 14.4. 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.

15. Mobile Phones

- 15.1. This school is a mobile phone-free environment. In accordance with statutory Department for Education guidance applying from 1 September 2026, pupils will not have access to or use mobile phones or other personal interactive communication devices throughout the school day, including lessons, the time between lessons, breaktimes and lunchtime, except where an authorised exception applies.
- 15.2. Rules for using Mobile Phones and Personal Interactive Communication Devices:
 - i. Pupils must not use or access mobile phones or other personal interactive communication devices during the school day. Where the school requires devices to be handed in, they will be securely stored and returned at the end of the school day.
 - ii. Any exception must be expressly authorised by the school and should be limited to circumstances such as a documented medical need, disability or special educational need, or another exceptional circumstance. Reasonable adjustments will be made where required by law.
 - iii. Parents and pupils who need to communicate urgently during the school day should normally do so through the school office or another school-approved route.
 - iv. Pupils must not use any device to photograph, film or record another person without authorisation, or to bully, harass, threaten, discriminate against or otherwise harm another person.
 - v. Where a pupil breaches the mobile-phone rules, the school may apply proportionate sanctions and may confiscate the device in accordance with the Searching and Confiscation Policy. Safeguarding concerns will be referred to the DSL or Deputy DSL.
 - vi. Staff are expected to model the school's mobile-phone expectations and to enforce the policy consistently and fairly.

- vii. The mobile-phone arrangements will be communicated to pupils, staff and parents and reviewed regularly, including consideration of their impact on behaviour, safeguarding and pupil wellbeing.