

Vigo Primary School



Behaviour Policy

This policy has been adopted by the Governing Body in September 2026 and will be reviewed in September 2027.

Signed: *Marty Johnson (CoG)*

Principles

We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Such an environment will enable our children to benefit from the opportunities offered and will assist staff in providing them.

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Vigo Hi-Five:

At Vigo we have five key rules for our children to follow:

1. Be respectful of myself and others;
2. Keep myself and others safe;
3. Be ready for my learning;
4. We move around calmly and quietly;
5. We follow instructions

To support children in following our Vigo Hi-Five we will:

- maintain caring relationships, encouraging mutual respect and tolerance;
- encourage self-discipline;
- develop responsible attitudes towards the property of others and our environment;
 - match curriculum and teaching methods to children's needs and having high expectations of their work;
- work closely with each family because we feel home and school have collaborative roles to play in the education of the children.

High Five Badges

High Five badges are used to promote and celebrate when children exemplify, consistently, our High Five Rules. At the end of each half term, teachers nominate a child in their class who has demonstrated exceptional commitment to the High Five rules. The children work towards achieving a Bronze, Silver and Gold High Five badges during their time with us.

This will mean the adults in school will:

- show children, by example, how to treat others with tolerance and courtesy;
- help to raise children's self-esteem by valuing their varied contribution to school life;
- listen to pupil concerns, and respond to individual needs;
- encourage the children to develop concepts of fairness and compromise in playground activities;
- help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings;
 - match the curriculum to the pupils' needs;
- have positive expectations of children's behaviour;
- ensure that expectations and procedures are clearly understood;
 - teach the children how to move around in a calm and controlled way;
- emphasise praise and rewards;
- work to develop relationships between the child, the parent and any member of staff;
- always speaking to the child in a positive manner;
- arrange for extra transition meetings and visits for children who find transition and forming relationships with new adults difficult.

Ready to Learn Room:

For children experiencing high levels of difficulty in following the rules and regulating their behaviour we have within school the Ready to Learn Room. Here children will still have access to a full curriculum but will also be taught self-regulation strategies that over time should help them transition back into class. In the Ready to Learn Room adult to child ratios are much higher than in a regular classroom.

Referrals to the Ready to Learn Room should be made by the class teacher to the Assistant Head Teacher (AHT). Unless circumstances are exceptional, additions will only be considered at the beginning of a new term.

A child will initially spend two terms in the Ready to Learn Room, with the child beginning to transition back into class in the second term. On occasions it may be required for a child to stay in the Ready to Learn room for a longer period of time, this will be reviewed with the parents on a case-by-case basis.

Reward systems:

As a school we promote children to recognise when they do well and the positive intrinsic feeling they have through their actions. We use a number of different methods to do this and these are:

• Class Dojo

Class Dojos will be used in all classes as a positive behaviour management strategy to recognise children's successes. The Class Dojo App is an online system which is used throughout our school. All pupils from Year R-6 have their own monster profile within the system in which they can earn points for displaying behaviours which align with the school's M.I.R.R.O.R and Hi-Five values. All members of staff within the school community use Class Dojo

points as a positive behaviour management strategy to recognise children's successes.

Skills badges within the app are used to provide the children with clear and specific praise. Staff will choose the badge which matches the positive behaviour that the child is displaying. One example of this would be awarding 2 points for displaying "resilience". All classes within the school have a set of CORE badges which relate to the school values to maintain consistency. Class Teachers are permitted to edit and adapt extra badges which reflect the specific needs or targets of individual classes.

Throughout the year, children work towards individual milestones and will receive Class Dojo Certificates when they pass through them.

Bronze Award 100 points

Silver Award 200 points

Gold Award 300 points

Diamond Award 500

Platinum Award 750

1,000 points = A postcard will be sent home by the headteacher

As well as working towards individual milestones, children are also grouped into house teams, within which they team up with other pupils from across the school. Each individual dojo point earned is also added to the whole school house team total. These weekly totals are shared with each phase during Owlets assemblies.

- **Owlet Certificates**

Each week, class teachers select two pupils who have demonstrated exceptional commitment to one of the school's M.I.R.R.O.R values. The children receive their certificate, which contains a written message from the teacher, within our OWLET assemblies on a Friday. The parents/carers of the child are also invited to attend to join in the celebrations.

- **Milkshake Award**

Each week, class teachers select one pupil who has demonstrated exceptional commitment to the school's Hi-Five Behavioural Values. The children receive their award within our OWLET assemblies on a Friday. The parents/carers of the child are also invited to attend to join in the celebrations. They are then invited to the following week's milkshake celebration with a member of SLT.

- **Positive Reinforcement**

Alongside Class Dojo Points, staff will use positive reinforcement to encourage behaviour choices which align with the school's High Five. When children do not follow the High Five; displaying behaviours which are contrary to the school and societal expectations, consequences will be put in place in line with the school behaviour-consequence chart.

- **Whole Class Reward Jar**

To further promote positive behaviour and reinforce our High Five Promises, each class will have a **Class Reward Jar**. Pupils will work collaboratively throughout the week to demonstrate the values and behaviours outlined in the High Five Promises. When the class successfully fills the reward jar by consistently meeting these expectations, they will earn a whole-class reward. The reward will be agreed jointly by the pupils and the class teacher at the beginning of each week, ensuring that it is appropriate, inclusive and achievable. The Class Reward Jar encourages teamwork, collective responsibility and a shared commitment to creating a positive learning environment.

- **MIRROR Value Cards.**

These cards can be earned throughout the school day and will be awarded, by the class teachers, when a child consistently exemplifies one of our school values- there are six to collect!

Behavioural Consequences/Sanctions:

As a school we have a responsibility to support children to recognise the effects of any decisions they make which have a negative impact on themselves, others and the world around them. When faced with negative/disruptive behaviour staff should utilize their Team Teach training which focuses on the de-escalation. Staff will utilise different strategies which promote children to reflect, take responsibility for their actions and support them to undertake any restoration necessary which can include sanctions. Any sanctions which are implemented must be logged on CPOMs following the schools process (Appendix B). As a school, sanctions we can use are:

- **Internal sanctions**

These are sanctions which follow our school behaviour consequences chart (Appendix A). These are supported by staff in school and are implemented in relation to the level of behaviour presented. The school have implemented a colour system in relation to this with red behaviours being the highest. As the levels of behaviour increase the sanctions become more severe. Once red behaviours are presented there are a number of sanctions which are listed and can be utilised, however this is not an exhaustive list which must be worked through.

- **Right to search**

Under the DfE guidance 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' of 2022 we reserve the right to search a pupil with or without their consent if we believe them to have a prohibited item in their possession. Such items include: knives or weapons;

alcohol; illegal drugs; stolen items; tobacco and cigarette papers; 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 personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such searches will be carried out by a member of the same sex as the child where possible and two people will always be present. If these searches yield evidence that needs reporting to the police or children's services, we will do so in order to safeguard our children.

- **Pupil Suspensions and Exclusions**

The decision on whether to suspend or exclude is for the Headteacher to take. Where there is concern about a pupil's behaviour the Headteacher will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension or permanent exclusion. In this situation consideration is to be given to a multi-agency assessment that goes beyond the pupil's educational needs (as mentioned above).

Following a period of suspension, the pupil and parents will have a reintegration meeting with the Headteacher. This meeting will include the setting of targets and strategies to improve behaviour. The child will be on daily report to monitor behaviour and regular contact between the teacher, Headteacher and parents will be established.

Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair. For more information on exclusion please refer to the Hampshire guidance on exclusions

<https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>

- **Physical Intervention**

There may be occasions where we need to use physical intervention strategies to prevent a child hurting themselves, others or property. In doing so we always follow the advice and guidance provided to us by Hampshire and Isle of Wight Educational Psychology Service (HIEPS) and the DfE. The advice we follow can be found at:

<http://hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps-policies>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Full records of any physical intervention used will be kept in the ring bound book located in the AHT office. Parents will always be informed as soon as is possible, but no later than the end of the working day, of any instances of physical intervention used.

Training and Monitoring:

Staff training on supporting behaviour will be given to all staff on at least an annual basis.

Where issues with behaviour management are identified or a teacher requests support, the Assistant Headteacher will provide a period of coaching support. All members of staff are also invited to spend time in the Ready to Learn Room to observe strategies employed.

All behavioural incidents will be logged on CPOMS by the person dealing with the incident. This report will contain details of any actions and sanctions and whether parents have been informed (for more details see Appendix B).

Behavioural incidents as logged on CPOMS will be monitored on a termly basis by the AHT and the Inclusion Leader and trends analysed.

Roles and Responsibilities:

Dealing with behavioural issues are always the responsibility of the class teacher in the first instance and will follow the schools behaviour consequences chart (Appendix A). The level of severity of sanctions increase in relation to the behaviours which are demonstrated. Where necessary, issues may be referred to a head of year, member of the Senior Leadership Team or Headteacher as per the behaviour consequences chart.

The Inclusion Leader will carry out observations of children experiencing difficulties in class and will provide the teacher with strategies to help support children experiencing difficulty.

The Inclusion Leader will meet at least termly with teachers and parents to review and write Personal Support Plans (PSP's) for children struggling with their behaviour.

The inclusion Leader will deliver training sessions for parents on how to support the development of positive behaviours at home.

The Ready to Learn staff team will coach staff in their own classes and through observations in the Ready to Learn Room help to develop strategies and confidence which can be utilised in the mainstream classrooms.

Waves of Intervention:

Wave 1: Use of Vigo Hi-Five and class reward systems

Wave 2: Individual Behaviour Management Plan with individualised targets and support strategies. Involvement of Inclusion Leader. THRIVE assessment carried out and strategies employed.

Wave 3: Referral to Primary Behaviour Support Service or Educational Psychologist, involvement of AHT.

Wave 4: Referral to the Ready to Learn Room.

Sharing behaviour expectations with pupils and parents/carers:

The Vigo Hi-Five is displayed in all classes and corridors.

Children are rewarded for following the Hi-Five in assemblies.

Children are verbally reminded of the behaviour expectations.

The behaviour policy will be available on the school website for all parents/carers.

The Vigo Hi-Five booklet will be on the website.

Where children's behaviour falls short of our expectations, parents will be informed and our expectations explained.

Beyond the School Gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- On-line, for example on social media or playing platform games;
- In some way identifiable as a pupil within our school.
- Posing a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Involvement with outside agencies and other strategies:

We work positively with outside agencies, in particular the Behaviour Support Team and Educational Psychologists, in order to support those pupils who may need external support.

Links with other policies:

This policy links with the Child Protection, Safeguarding, Anti-Bullying, Physical Restraint, exclusions, SEN and e-safety policies. This policy also links with Keeping Children Safe in Education which is updated annually.

Appendix A: Behaviour Consequence Chart

Having continual positive regard for all pupils is very important. We focus on praise as an important tool to support children in following the school rules.

Some aspects of praise we may use within class are recognition boards; stickers; certificates; visits to other classes/member of SLT to show them good work; verbal praise of effort, behaviour and contribution; secret student; star of the day; notes home to parents; work home to parents. However, when sanctions are required, they must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child.

Vigo Primary School Behaviour Consequences



When faced with negative/disruptive behaviour staff should utilize their Team Teach training which focuses on the de-escalation. If this is not successful the following should be utilized:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the 30second scripted interventions and give the child take-up time.
3. Give a consequence
4. Ensure the consequence is served

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If blue or yellow behaviours are happening frequently then orange or red sanctions may be used.

Blue and yellow dealt with by class staff, orange referred by class staff to Year Lead, red referred by class staff to SLT. All incidents, yellow and above, to be logged on CPOMS by the class teacher.

Early Years:

Behaviour	Example	Consequence (Higher level behaviours have different options to select from relating to appropriateness and are not substantive checklist)
Not listening to adults	Not following instructions	5mins lost play/lunchtime
Not making the right choices	Copying others, talking during lessons,	5mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	10mins lost play/lunchtime
Not joining in with learning	Avoiding work, calling out	10mins lost play/lunchtime
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10mins lost play/lunchtime and not being allowed to use that resource for the next session Parents to be informed
Not using kind hands and kind feet	Hurting others, kicking, scratching, spitting, hitting and pinching	Loss of playtime/15mins of lunchtime Visit to Year Lead Visit to SLT Parents to be informed

Key Stage 1:

Behaviour	Example	Consequence (Higher level behaviours have different options to select from relating to appropriateness and are not substantive checklist)
Disrupting learning	Doing something which prevents themselves or others from learning	5mins lost play/lunchtime
Provoking others	Encouraging others to make the wrong choices	5mins lost play/lunchtime
Not doing as asked the first time	Not following and instruction Making the wrong choice	5mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10mins lost play/lunchtime
Avoiding work	Avoiding work through actions or non-engagement	To be timed and paid back in break/lunchtime
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunch Not being allowed to use that resource for the rest of the day Visit to Year Lead Parents to be informed
Using inappropriate words	Swearing	30minutes lost lunchtime Visit to Year Lead Parents to be informed
Leaving designated learning area without permission	Leaving the classroom without instruction from staff	30minutes lost lunchtime Visit to Year Lead Visit to SLT
Words targeting a protected characteristic	Racial or homophobic language	30minutes loss of lunchtime Visit to Year Lead Visit to SLT Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30minutes lost lunchtime Visit to Year Lead Visit to SLT Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Whole lunchtime lost Visit to Year Lead Visit to SLT – consider further action including time in another class, internal/external exclusion Parents to be informed

Key Stage 2:

Behaviour	Example	Consequence (Higher level behaviours have different options to select from relating to appropriateness and are not substantive checklist)
Disrupting learning	Doing something which prevents themselves or others from learning	5mins lost play/lunchtime
Provoking others	Encouraging others to make the wrong choices	5mins lost play/lunchtime
Not doing as asked the first time	Not following and instruction Making the wrong choice	5mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	15mins lost play/lunchtime
Avoiding work	Avoiding work through actions or non-engagement	To be timed and paid back in break/lunchtime
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunch Not being allowed to use that resource for the rest of the day Visit to Year Lead Parents to be informed
Using inappropriate words	Swearing	30minutes loss of lunchtime Visit to Year Lead Parents to be informed
Leaving designated learning area without permission	Leaving the classroom without instruction from staff	30minutes lost lunchtime Visit to Year Lead Visit to SLT
Words targeting a protected characteristic	Racial or homophobic language	Follow Racial Guidance process (Appendix B) Loss of lunchtime Visit to Year Lead Visit to SLT Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30minutes lost lunchtime Visit to Year Lead Visit to SLT Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Whole lunchtime lost Visit to Year Lead Visit to SLT – consider further action including time in another class, internal/external exclusion Parents to be informed

Appendix B - How to log behaviour incidents on CPOMS



It is important that behaviour incidents are logged on CPOMS in a timely way so that we can respond to these, support, strategize and ultimately mitigate them happening again. In order for this to happen please follow this guidance:

- **IT IS CRUCIAL THAT ALL TEACHERS LOG ON TO THEIR CPOMS ACCOUNT EVERY DAY.**
- Ensure any behaviour concern is logged under the perpetrator of the behaviour, link in other students as this may form part of a pattern of behaviour
- Please report a full incident of what has happened. Ensure, where necessary all children have been spoken to and a full understanding of the situation has been sought. If notes have been taken, attach these with the log. If CCTV has been viewed, please record what was seen. If this will take time, log the initial concern and state what you are going to do next, update CPOMS when the information has been gained.
- If a member of staff is reporting an incident that hasn't been investigated, please make sure this is verbally passed on to the class teacher to deal with in a timely fashion as they may not get a chance to view their CPOMS until after school
- Ensure any consequences (in line with behaviour consequences) and actions are noted and it clearly states who will be leading on this (this will usually be the class teacher) and if necessary, a timeframe for follow up
- For more serious incidents an ABCC chart will need to be completed and attached to the CPOMS notification. *These are crucial in helping us to understand the reasons for incidents and for us to help prevent them happening again.*
- Don't report what other people have told you – they must log their own concerns. If a concern doesn't appear on CPOMS, please remind that person of the need to record.
- If there is an injury to the child, complete a body map on CPOMS by expanding the body map section and clicking on the area of the body where the injury has occurred
- Class teacher, in line with behaviour consequences, to ensure parents are informed of the behaviour incident at the end of the day, or sooner if necessary
- If the child has needed to be held as part of the incident, the PI form Book number and page number alongside a short description needs to be recorded as an incident and the PI book to be completed in line with training. **Parents MUST be informed on the day of the incident.**

Appendix C – Racial incident guidance for staff



