



Vermont School's Behaviour Policy 2024-2025

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Policy Statement

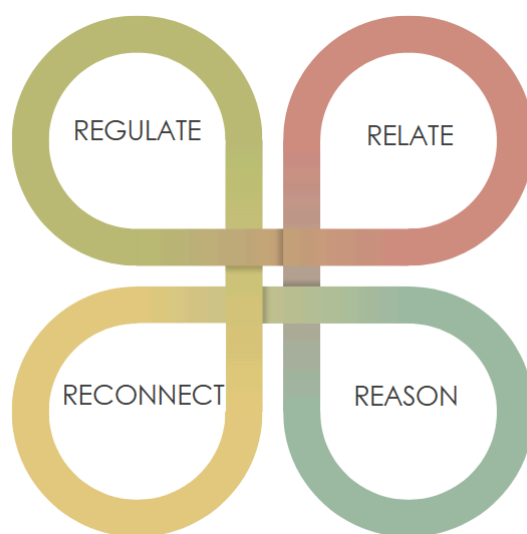
At Vermont, our behaviour policy reflects our core values;

- Belong

- Believe
- Achieve

Our school vision is to be an aspirational and inclusive school where pupils are above all, made to feel safe, special and have their needs met. Our pupils are inspired, enjoy learning, thrive and achieve success. At the centre of our ethos is developing positive relationships with all and ensuring a warm, welcoming and inclusive atmosphere where pupils feel valued, respected, safe and loved.

We are committed to developing each individual pupil to ensure they are happy and successful, and always aim to do the best they can developing their academic, social and emotional strengths to prepare them for their steps beyond Vermont. We teach pupils about choices and consequences through **Regulate, Relate, Reason and Reconnect**.



Purpose and aims

The purpose of this policy is to provide guidance of how relationships promote positive attitudes towards learning and behaviour.

- We create a positive school culture and climate which is consistently safe and caring which fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- Staff understand that behaviour is a form of communication of an emotional need. With support to self-regulate through unconditional positive regard, pupils can be supported to develop their social and emotional needs to support them beyond life at Vermont.
- Staff support pupils through a Thrive whole-setting approach. Supporting the right time development, responding to key times and repairing interrupted development.

- Staff use Playfulness, Acceptance, Curiosity and Empathy (PACE) and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards challenges, responding in a way that focuses on the feelings and emotions that might drive certain needs and challenges, rather than the behaviours themselves.

Needs and Challenges – Graduated Response

All pupils at Vermont have SEMH as their primary area of need. This is often seen as an umbrella need affecting and interconnecting with the other broad areas of need: Communication and Interaction, Cognition and Learning and Sensory and/or Physical needs.

The Vermont Needs and Challenges Graduated Response rooted in Regulate, Relate, Reason and Reconnect, ensures that both emotional needs and learning opportunities are addressed, promoting emotional intelligence, problem-solving skills and healthy relationships:

Regulate

Regulation, specifically emotional and self-regulation, is key to children's success as it underpins their ability to manage emotions, focus, and engage with learning effectively. When a child is in fight, flight or freeze their ability to listen, learn, cope and relate to others is likely to be impaired. The child needs support to regulate and feel safe before anything else.

Relate

Building trusting, positive and secure relationships with pupils is key to enabling them to feel safe. At Vermont we pride ourselves on our relationships with our pupils and having a strong rapport which in turn, supports pupils in being more open to guidance and support, fostering a sense of belonging and connection.

Reason

Once regulation has been achieved and a relationship established, staff will support pupils by guiding them through understanding why certain challenges are inappropriate, helping them reflect on their choices, and exploring alternatives.

Reconnect

Focusing on reconnecting and rebuilding after addressing the challenges is important for pupils to learn from their actions and restore relationships with peers and/or staff. It is important for pupils to have the opportunity to amend the challenges through an apology, fixing what was disrupted or participating in restorative conversations. It is equally important that pupils have the opportunity to explain why they feel their needs and challenges were displayed this way and be supported in finding a strategy and/or intervention to support their journey to success.

Restorative approach to needs and challenges

Instead of focusing on sanctions, which reinforce a sense of shame and retribution, we work collaboratively with pupils to help them solve problems and use these experiences as learning opportunities. We ensure natural or logical approaches are applied. Using restorative practices within our graduated response, we aim to encourage pupils to reflect on their challenges and its impact on others.

Needs and Challenges Graduated Response

Stage	Lead	Needs and Challenges	Regulate Body Brain	Relate Feelings Brain	Follow Up	Reason and Reconnect Thinking Brain	Logged and Shared
Quality First Teaching (QFT)	Class Teacher/ TA	Behaviour: Distracting the class; making the wrong choices; refusal to follow instructions; being unkind Language: Unkind comments; swearing in general Learning: Learning task refusal	Follow RSP Non-verbal/ visual reminders Allow processing time (6 seconds) Praise when getting it right Reminder of the school values Offer sensory break	Get on their level Validate their feelings Reduce words – don't try to teach or fix the situation Use Playful, Acceptance, Curiosity and Empathy (PACE) language:	Repeated incidents escalated if observed by classroom teacher over the course of the week Restorative conversation	Intervention: What skills are missing that need to be taught? Restorative conversation which may include a social story, activity away from the classroom When: Within 24 hours of repeated incidents Who: Class teacher/ LSA	Classroom teacher: Communication home if repeated over the course of a week
1	Class Teacher/ TA	Behaviour: Persistent class disruption; throwing classroom objects; Language: Verbal abuse; swearing at a student or staff member; Learning: Class refusal	Positive framing Distraction techniques Reduce overstimulation	I wonder... Could it be...? I am trying to imagine... Can you help me understand...?			Classroom team: Needs and challenges logged on CPOMs Reason and Repair: Restorative conversation within 24 hours. Logged as an action within the CPOMs log
2	Class teacher/ PSW	Behaviour: Damage to property; Language: Sustained verbal abuse; sustained swearing; making threats of violence Learning: Persistent class refusal	Continuation of QFS and level 1 regulation strategies Follow Risk Assessment Change of face Encourage sensory break Work away from the classroom Removal of class Intervention support from PSW	Tell me if I am getting this wrong... As you were talking, I was starting to think that maybe... It sounds like it's been tough...	Repeated incidents will be directly shared by classroom teacher with PSW delivering the intervention PSW to complete lesson observations to ensure the intervention skills are transferable to the classroom and the RSP is being followed RSP to be amended as appropriate Restorative conversation	Intervention: What skills are missing that need to be taught? Intervention session based on specific needs and challenges presented When: Within 24 hours Who: PSW/ key adult	All staff: Needs and challenges logged on CPOMs PSW: Communication home to inform parent/carers of the intervention session Reason and Repair: PSW to share with classroom team on completion of the session Intervention: Intervention session logged as an action within the CPOMs log
3	Class teacher/ PSW/ SLT	Behaviour: Physical harm to a student or staff member; persistent damage to property; deliberate damage	Continuation of QFT and level 1,2 regulation strategies SLT intervention Positive handling		Additional interventions considered for example, parental meeting, EP, risk	Intervention: What skills are missing that need to be taught?	All staff: Needs and challenges logged on CPOMs PSW in liaison with class teacher: Communication

		to property; inappropriate use of technology Language: Use of homophobic, racist, sexualised language Learning: Absconding	Access to an alternative space Parental support		assessment, early annual review, CRS referral, police intervention (in agreement with parents) Restorative conversation	6-week intervention programme to support needs and challenges When: Within 24 hours Who: Pastoral team Reintegration meeting if appropriate: SEND Consultant/ DHT	home to inform parent/carers of the needs and challenges and intervention Reason and Repair: Pastoral Lead to share with all staff in debrief Intervention: Intervention pack completed and attached to CPOMs
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TA – Teaching Assistant

PSW – Pastoral Support Worker

SLT – Senior Leadership Team

DHT – Deputy Headteacher

These lists are not exhaustive. Rewards and consequences will be issued at the Headteacher's discretion and on a case-by-case basis.

Reflection

Whilst every effort is made to focus on positive reinforcement and recognition of positive choices, Vermont supports pupils in understanding their responses (reason) and reflect (reconnect) through a reflection intervention. This intervention is tailored to meet the needs of each individual student and the needs and challenges that are being displayed.

On some occasions, it may be deemed appropriate to seek additional support from external agencies to support the reflection intervention. For example, the local authority, community PCSO, or a Child Resource Service (CRS) referral. All additional support will be in consultation with parents.

Thrive

The Thrive approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social developmental needs of all children. It is informed by recent developments in neuroscientific research and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts.

Praise and rewards

At Vermont, we recognise that praise and rewards are essential tools to motivate pupils, build their self-esteem, and reinforce the school's values.

Our praise and rewards system is designed to celebrate the success of every child. It is underpinned by the belief that continual praise of pupils' achievements is fundamental to establishing and reinforcing appropriate behaviours for learning and life.

We use a range of strategies to acknowledge and reward pupils including:

Verbal and Written Praise

- Immediate, specific verbal praise for positive behaviour or achievements
- Positive comments in exercise books or home-school communication books
- Positive phone calls home to parents/ carers

Classroom Rewards

- Pupils will work towards 'Golden Time' for effort, behaviour and work quality. Golden time is a period of time within the school day where pupils have the opportunity to play with different games or take part in chosen activities as an incentive to following our values
- Certificate of achievements during lessons and/ or assemblies

Vermont Recognition

- Head Teacher's Award
- Ice cream afternoon with the Headteacher (half termly)

Dojos

Pupils are awarded Dojos for following the Vermont values and these can be redeemed daily in the Vermont shop

Pastoral intervention and support

At Vermont, pastoral care and interventions form an integral part of school life. The pastoral team address emotional welfare through a holistic approach to student development.

The Vermont pastoral team aims are:

- To create and maintain positive relationships and a climate throughout the school within which pupils want to learn;
- To enhance the personal development, self-esteem and well-being of pupils in a safe and caring environment;
- To ensure pupils are getting the best opportunities possible to achieve their full potential;
- To promote and sustain responsible attitudes, behaviours and choices;
- To consistently and fairly implement the needs and challenges graduated response and rewards;
- To celebrate achievement and successes;
- To deliver a range of interventions to support all four broad areas of need.

Physical intervention

All staff at Vermont are Securicare trained and those that hold trainer certificates are able to complete in house training for staff. The Securicare approach supports staff to recognise early signs of distress and to identify the functions and triggers to changes in behaviour, to promote early interventions and prevent further escalation in the behaviour. Where appropriate, risk assessment and strategies to disengage or prevent harm include physical intervention.

Physical intervention will only be used as a last resort within the guidelines of law and where it is deemed Reasonable, Proportionate and Necessary. Please see DFE guidance for physical intervention: [Use of reasonable force in schools - GOV.UK](#)

Absconding behaviour

Vermont is situated on Vermont Close just off the Avenue which carries significant traffic in and out of the city daily. It is also a short walk away from the Sports Centre which has a range of outdoor activities accessed by the public.

Some children are unable to recognise situations that may cause a threat to themselves or others and may have learned a response to run away from situations which they do not like. Vermont recognises that a child who leaves the school premises without a staff member is putting themselves at risk, and the child may not perceive the potential risk.

Every day, all doors to the school are locked to support pupil safety. This does not prevent pupils from leaving the building but acts as a deterrent. Entry to the school site will be via the reception only.

A student who leaves the school site without permission will be monitored closely by members of staff whilst senior leaders and parents are contacted. If a student cannot be located and/or encouraged to return to school site, the police will be called.

For further information regarding absconding, please see our Absconding Policy.

Permanent exclusion

A permanent exclusion is when a student is permanently excluded from the school and not allowed to return. Please see the Southampton Local Authority guidance: [Exclusions and suspensions](#)

Permanent exclusions will only be considered:

1. In response to a serious breach or persistent breaches of the school's behaviour policy
2. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Prohibited and banned items

To secure the safety of all members of the community the following items are prohibited and banned.

Prohibited items:

- Knives and any dangerous items including guns, water guns, nerf guns; sticks which can be construed as weapons or are likely to be used to commit an offence, cause personal injury or damage
- Fireworks or associated items
- Alcohol
- Drugs or drug paraphernalia
- Cigarettes, vapes, e-cigarettes or associated paraphernalia
- Pornographic images

Or, if you are unsure, please contact the school prior to sending your child in with the item.

Banned items:

- Aerosols
- Laser light pointers
- Energy or fizzy drinks
- Chewing gum

Mobile phones and smart devices

Vermont recognises that parent/carers may wish for their child to have a phone or smart device for safety reasons on their journey to and from school. These items are brought into school at the owner's risk and Vermont cannot take any responsibility for damage or theft.

Pupils are expected to hand their mobile phone and/or device into reception on arrival and this can be collected at the end of the day.

If a pupil refuses to hand their mobile phone into reception, parents/carers will be contacted to collect the device.

Measure to prevent bullying including sexist, prejudicial and discriminatory behaviour, child on child sexual violence and sexual harassment

Vermont is committed to ensuring that everyone is included, respected and safe in our community. We do not tolerate any discrimination, harassment or victimisation that is sexist, racist, homophobic, or based on a person's religion or belief, gender reassignment, disability, or involves any hatred comments or actions (protected characteristics). [Equality Act 2010: guidance - GOV.UK](#)

All members of the Vermont community are expected to appropriately challenge this behaviour through regulate, relate, reason, reconnect and appropriate interventions will be put in place to support the pupils affected or both pupils if it is an incident between children.

Allegations of Abuse

Any allegations of abuse should be reported to the Headteacher and will be dealt with according to the Staff Disciplinary Policy, Staff Code of Conduct and Staff Grievance Policy.

The Headteacher will ensure all concerns are investigated even if low level (not meeting a harm threshold). The Headteacher will liaise with the LADO for advice and support. If the allegation is against the Headteacher, then the COG, with Human Resource (HR) and Local Authority (LA) will progress the actions needed.

A member of staff may not be suspended during an investigation as other appropriate steps will be explored first. HR advice will be followed at all times.

Any allegations later found to be malicious or false may result in action being taken against the pupil or adult who has made these claims.

Linked policies

- Absconding Policy
- Physical Intervention Policy

Appendix 1: Regulation Support Plan

Regulation Support Plan 2024-25:

Name	Class	Date:	Review 1:	Review 2:	Review 3:
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	Possible behaviours/ Triggers	Proactive strategies
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Calm & relaxed		•	
		Proactive strategies	Reactive strategies
Anxious, aroused or distressed	•	•	•
Challenging behaviour incident (crisis).	•	•	•
Calming down but still need to be careful	•	•	•
Holds			



Appendix 2: Risk Assessment

Individual Pupil Risk Assessment

How to use this risk assessment form:

- a) Identify potential **hazards** (e.g. self-harm, flight risk, physical violence, damage to property).
- b) Identify **who may be affected** by the hazard (e.g. child, staff, other children, other adults)
- c) Determine the **severity** of the outcome
 1. Inconvenient/problematic
 2. Distress
 3. Minor injury/damage
 4. Major injury/damage
 5. Incapacity or death/total (property) loss
- d) Determine the **likelihood** of the outcome
 1. Very unlikely to happen
 2. Unlikely
 3. Possible
 4. Probable
 5. Certain to happen
- e) Calculate the **level of risk** (severity x likelihood)
 1. Low: 1-5
 2. Low Medium: 6-10
 3. High Medium: 11-15
 4. High: 16-20
 5. Very high: 21-25

f) Identify what **control measures** are to be taken to reduce the risk and likelihood of harm

This risk assessment is a dynamic document and should be updated when new or additional information becomes available.

Risk Assessment for	Date of birth		Year Group	
	Date devised		Review date	
	Devised by		Reviewed by	

Date	Hazard Identified	Who is affected?	Severity	Likelihood	Risk Level	Measures to control risk
					Low Low Medium High Medium High Very high	
Additional Observations:						
					Low Low Medium High Medium High Very high	
Additional Observations:						
					Low Low Medium High Medium High Very high	

Date	Hazard Identified	Who is affected?	Severity	Likelihood	Risk Level	Measures to control risk
Additional Observations:						
					Low Low Medium High Medium High Very high	
Additional Observations:						

