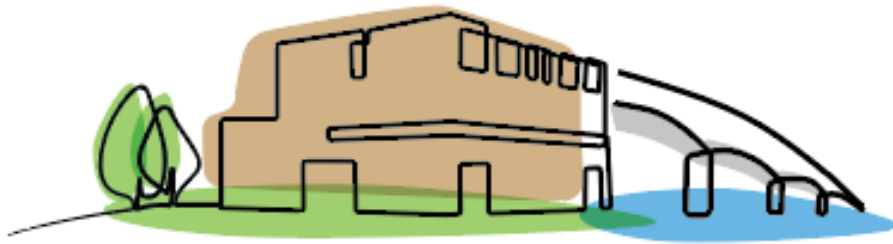


# Valentine Primary School



**VALENTINE**  
PRIMARY SCHOOL

## Behaviour & Attitudes Policy

### Behaviour and Attitudes Policy

Approved by: Governing Body

Approval date: September 2024

Last review date: Autumn Term

Contact: [info@valentineprimary](mailto:info@valentineprimary)

Next review date: September 2025

Approvers signature: Chair of Governing Body

## Valentine Primary School's mission statement:

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*Valentine Primary School is devoted to nurturing each child's ability to articulate ideas and understanding, through oracy, instilling a lifelong skill for success. Our curriculum extends beyond the academic, fostering the talents of the whole child. We have created an environment that enables focused learning, free from distraction. With a commitment to communication, holistic growth, and intellectual stimulation, we empower pupils to express themselves confidently, embrace diverse challenges, and thrive as well-rounded individuals. Our mission is to prepare them for a dynamic world by providing a platform for their character, emotional, and social development.*

## Our 'I DREAM' values:

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I		<b>Independent</b> Being independent learners empowers us to explore, discover, and solve problems, fostering lifelong skills for personal growth.
D		<b>Determined</b> Being determined learners fuels our resilience, pushing us to overcome obstacles and achieve goals with unwavering dedication and success.
R		<b>Reflective</b> Being reflective learners allows us to learn from experiences, to make better choices and continuously improve.
E		<b>Enquiring</b> Being enquiring learners' sparks curiosity, driving us to ask questions, seek knowledge, and develop critical thinking skills.
A		<b>Ambitious</b> Cultivating ambition in class ignites a desire for mastery, pushing us to pursue excellence, take risks, and to be the best we possibly can be.
M		<b>Motivated</b> Being motivated is essential for success, it fuels perseverance, focus, and the drive to overcome setbacks on the path to achievement.

Every child deserves a champion. An adult who will never give up on them, who understands the power of connection and who insists that they become the best they can possibly be.

*“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”*

## 1. Aims and expectations

- 1.1. It is a primary aim of the Headteacher, 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, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.
- 1.2. The school has several school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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 supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3. The school expects every member of the school community to behave in a considerate way towards others.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2. Good Behaviour

- 2.1. We praise and reward children for good behaviour in a variety of ways:
  - teachers congratulate children;
  - teachers inform parents when their children have had good behaviour through praise postcards, phone calls or comments in the children’s book diary;
  - teachers give children reward points;
  - reward points are ‘banked’ over a period of a half a term and earn children special prizes and treats – agreed with the Headteacher;
  - each week we nominate a child from each class to be in the “Golden Book”
  - each ‘child who is nominated’ receives a certificate in the school assembly;

- 2.2. The school acknowledges all the efforts and achievements of children, both in and out of school. The “Golden Book Assembly” - each Friday led by Senior Leaders - is an opportunity to share and celebrate information and achievements regarding pupil achievement out of school, for example, music or swimming certificates.

### 3. Sanctions

- 3.1. We expect children to listen carefully to instructions at all times and to try their best in all activities. If children chose not to do so, a number of progressive sanctions are employed. Children are warned about their behaviour and the consequences at each stage to ensure that a restorative approach (i.e. “you can come back from this”) supports pupils to make the right decisions. Failure to amend behaviours invokes the ‘Four Step’ approach.

#### The Four Steps sanction approach at Valentine:

- Those pupils who do not follow classroom rules and the behaviour expectations of the teacher are, in the first instance, given a warning about their behaviour **(Step One)**.
  - If the pupil continues to misbehave, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour **(Step Two)**.
  - If the behaviour persists, the pupil will then be sent to another class in the year group for a further ‘time out’ period **(Step Three)**.
  - If the pupil returns after Step 3 and there is no improvement in their behaviour, a teacher will radio and they are sent to the Assistant Head Teacher or SLT member on call **(Step Four)**. When a child reaches this stage, the teacher will inform his/her parents via telephone before the end of the school day.
- 3.2. If a pupil does not try to change their behaviour following intervention from the Assistant Head Teacher, the Assistant Head Teacher will intervene and request a meeting with parents and the class teacher to discuss behaviour strategies and future sanctions. If there is no improvement in behaviour the Deputy Head will meet with parents. Finally, the matter will be dealt with by the Headteacher.
- 3.3. Very serious incidents of misbehaviour (e.g. fighting, racism, perceived bullying) will be directed towards a Senior Leader in the first instance. Parents will be informed, and a meeting arranged to discuss the incident and possible sanctions.
- 3.4. Same-day approaches should be used for children in KS1 and 2. Therefore, where possible an afterschool intervention (a detention) may be warranted for 30 minutes to address the behaviour and to allow the next day to start on green.
- 3.5. Any pupil who misbehaves or chooses not to follow school rules can expect to lose certain privileges as a form of sanction. Possible sanctions include loss of playtime or lunchtime, being withdrawn from class, being withdrawn from a club or event not essential to the curriculum.
- 3.6. All members of staff are aware of the regulations regarding the use of force by staff, as set out in DfEE Circular 10/98, relating to section 550A of the *Education Act 1996: The Use of Force to Control or Restrain Pupils*. Teachers at Valentine do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## Sanctions that would warrant an immediate 30-minute detention afterschool:

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- Attack on a peer – verbal, threatening, physical.
- Assault on a member of staff – including spitting, hitting and use of feet on the body (kicking etc).
- Absconding from the building – including into the playground as an avoidance tactic from work. Also includes leaving the perimeter of the building.
- Dangerous behaviours at lunch or breaktime – including fighting or inciting violence. This may include climbing onto areas of the building.
- Deliberate activation of the fire alarm.

## Sanctions that would not be considered an effective use of a 30-minute detention afterschool:

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- Attendance related matters – including persistent absence or lateness. We expect teachers, in the first instance, to follow the school's policy for writing to parents and this would be followed up by senior leaders.
- Homework non-completion – we expect teachers to provide children with appropriate mechanisms to support here. Support may include: invitation to after-school provision, support in lunch or play and a conversation with the parent.
- Parents' refusal to attend a reintegration meeting must not lead to the child being punished. This includes: not accepting the child back to school or setting detentions.

## 4. The role of the class teacher

- 4.1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner of de-escalating and deflecting negative behaviours. However, if misbehaviour continues, the class teacher will seek help and advice from the year leader or, in more serious cases, senior leaders.
- 4.5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Southampton City Council Behaviour Support Service.
- 4.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## 5. The role of the Headteacher

- 5.1. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- 5.2. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3. The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

## 6. The role of parents/carers

- 6.1. The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2. We explain the school rules in the school prospectus and newsletters, and we expect parents to read these and support them.
- 6.3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4. If the school use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher (as per the escalation procedures). If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 7. The role of governors

- 7.1. The Governing Board of Valentine Primary School has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 7.2. The Headteacher has the day-to-day authority to implement the school behaviour and attitudes policy, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## 8. Temporary Suspensions and Permanent Exclusions

- 8.1. Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
- 8.2. If the Headteacher suspends a pupil, he will inform the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to Southampton City Council. The school informs the parents how to make any such appeal.
- 8.3. The Headteacher informs the LA about any permanent exclusion, and about any temporary suspensions beyond five days in any one term.
- 8.4. The LA (Southampton City Council) itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

- 8.5. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 8.6. If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 9. Monitoring

- 9.1. The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body and the school's SIO (Improvement Officer) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2. Valentine keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on a behaviour tracking software (TRACKIT), as do Midday Assistants at lunchtime. Year leaders have access to the tracker, recording more serious incidents within their year group. The DSL & Parental Engagement Leader analyses the data on a half termly basis to identify any patterns of trends in pupils' behaviour. This information is presented to the Governing Body and to the wider Senior Leadership Team as part of the cycle of school improvement.
- 9.3. The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.