



# SPRING VALE PRIMARY SCHOOL

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## Behaviour and Discipline Policy 2024

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KENILWORTH CRESCENT, PARKFIELD, WOLVERHAMPTON WV4 6SD  
Telephone: 01902 556589 E-mail: [springvaleprimaryschool@wolverhampton.gov.uk](mailto:springvaleprimaryschool@wolverhampton.gov.uk)  
Website: [www.springvaleprimaryschool.co.uk](http://www.springvaleprimaryschool.co.uk)

Together  
Everyone  
Achieving  
More

**Together** with friends, families and community we care for ourselves, each other, our school and our world.

**Everyone** has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.  
**Achieving** our best is what we aim for every day we come to school.

**More** independence makes better learners and helps us to become good citizens.

### **Ethos Statement**

Spring Vale Primary School has a strong positive ethos of care and community, with everyone working together to enhance the achievement of our children. We aim to have a fully inclusive environment where everyone is valued and every child is able to fulfil their potential.

### **1 Aims and expectations**

1.1 It is a primary aim of our school 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's 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 five rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2 Rewards and punishments**

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards, including dojo points, raffle tickets, privilege cards, well done certificates, praise postcards sent home and golden tickets.
- Each fortnight teachers nominate children from each class to be rewarded in celebration assembly. Then, work and a photograph of the child is displayed in the corridor for everyone to see.
- All classes have an opportunity to lead an assembly where they are able to show parents and carers what they are learning about in class.
- Good class behaviour at lunchtimes is rewarded by lunchtime supervisors with a 'Playground Behaviour' award. This certificate is displayed outside the classroom door and the class receive a 'golden time' treat.

- Each half term subject co-ordinators lead a 'subject well done' where achievements in *all* subjects are celebrated.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Often in celebration assembly these achievements are recognised and celebrated.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to follow the school rules. If they break a rule they will be given a verbal warning, explaining why their behaviour has broken a school rule. If behaviour persists, a yellow 'warning' card is given. This is then followed by a red 'consequence' card. Each warning/ consequence card is logged and collated regularly to track behavioural incidents and to look for patterns. This information is shared with teachers and parents when appropriate.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, incidents are recorded in the "Behaviour Records" file to enable the situation to be monitored. Actions taken are recorded. Parents are involved when appropriate. Racist incidents are also logged and reported in line with LA guidance.
- When undertaking behaviour monitoring this may highlight children who are experiencing behavioural difficulties. This may lead to intervention strategies being used such as contacting parents, using behaviour logs, referral to BAMS worker for techniques and coping strategies, referral to the Educational Psychologist.

2.4 The class teacher discusses the school rules with each class at the start of each school year and the Senior Leadership team lead frequent assemblies to reinforce the school rules. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time or senior staff may become involved.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All incidents are recorded and monitored in our "Behaviour Records" file.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school 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. Key members of staff (including the Head teacher and KS2 phase leader) have received Team Teach restraint training. The actions that we take are in line with government guidelines on the restraint of children.

### 3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 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. However, if misbehaviour continues, the class teacher seeks help and advice from senior leaders. "Good to Be Green" Records are kept to monitor behavioural incidents.

3.5 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 SENCo, MAST or LA behaviour support service, such as the SIPs team.

3.6 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.

#### 4 The role of the headteacher

4.1 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, on 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.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 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. These actions are taken only after the school governors have been notified.

#### 5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.

5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If they still have concerns they should contact the headteacher. This is in line with our "Compliments and Complaints Policy"

#### 6 The role of governors

6.1 The governing body 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 adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

#### 7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Behaviour in Schools (February 2024)* and *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*. We refer to this guidance in any decision to exclude a child from school.
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.
- 8 Drug- and alcohol-related incidents
- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services may be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. This may also lead to Child Protection Procedures.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may be punished by a temporary exclusion.
- 8.5 If the offence is repeated the child may be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services may also be informed.

## 9 Weapons in School

Weapons (e.g knives) are not allowed in school under any circumstances. If a child is found to have a weapon in school disciplinary sanctions will be taken. These may include contacting parents, contacting the police if appropriate and possible exclusion from school. Curriculum work may be undertaken with older children (Y6) regarding the carrying of knives and the consequences of this.

## 10 Monitoring and review

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Comprehensive analysis of behaviour incidents are carried out to inform school of behavioural trends and issues with groups or individual children.

10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

10.5 The governing body reviews this policy regularly within the school self-review cycle. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Amended and reviewed by: Mr C Blunt September 2024

Approved and taken to Governors 25<sup>th</sup> September 2024