

Carddyke Federation



Working together with God's help we can all achieve great things...

Working Together Success for All..

Mrs. Mary King's Church of England School and Walcott Community
Primary School *Behaviour & Discipline Policy*

Agreed / Last Updated: September 2025

Signed Andrew Sewell Headteacher

Signed Alison Barton Chair of Governors

Review: September 2026

Aims

- 1) To develop a positive, stimulating and caring environment where each individual is valued and respected.
- 2) To reflect a Christian ethos of forgiveness, justice and care.
- 3) To recognise the importance of a collective commitment (pupils, staff, parents, governors) to maintain and develop positive attitudes in school.
- 4) To undertake a restorative approach to behaviour management.

Philosophy

Our school mission statements say that by:

“Working together with God's help we can all achieve great things” (MMK)

“Working Together Success for All” (WCT).

We seek to create an environment in which effective teaching and learning can take place. This is a safe, secure environment where positive, caring and respectful relationships exist between children and adults.

It is important that children feel valued and respected and that their voice is heard. Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We actively work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our policy is to bring us all together with some basic key principles and practices that reflect our school ethos.

Maintaining positive relationships is vital in effectively managing behaviour and supporting students. This includes cohesion and communication between staff and parents/carers. We value the support of parents and carers to develop community relationships and to respond to difficult situations that may arise. We promote a collaborative 'doing with' approach to discipline rather than a 'doing to' which is more beneficial for everyone involved. In any situation where we are concerned about behaviour we will always contact parents to discuss these incidents. We believe that early intervention is key. Similarly, we would seek to encourage parents/carers to come to us with any worries or concerns they have regarding their child's behaviour.

Methodology

We use a strengths-based approach which includes relationship-based and restorative practice. Everything we do starts with relationships – building, maintaining and nurturing.

All staff therefore will;

- Model the expected behaviour in school at all times.
- Set clear expectations for children's behaviors, reminding them of these and referring to them regularly.
- Ensure consistency of behavioral expectations throughout the school day.
- Encourage children to set their own goals and maintain a sense of responsibility.
- Address challenging or disruptive behaviour quickly and calmly in a consistent and fair manner.
- Contact parent/carers and consult with them as and when appropriate.
- Facilitate restorative conversations to take place after incidents of poor behaviour.
- Give students time to reflect on their choices and the impacts of these.
- Ensure that children are supported to feel heard and understood alongside challenging poor behaviour.
- Take time to form relationships with children that will build mutual respect.

Managing behaviour is the responsibility of all school staff (including lunchtime staff, support staff and any visiting or temporary members of staff). We all have a part to play in modelling the behaviour we wish to see and supporting one another in its management. Our consistency as a team of staff will significantly improve our chances of success on a whole school and individual basis.

Staff are asked to be 'bothered' about the behavior they see around school and place as much emphasis on the positive behavior they see as the negative. As a school, it is important to us to focus on and celebrate positive choices and actions as well as model appropriate behaviour and choices.

Talking to Children

Unless there is an immediate safety concern, where a raised voice is appropriate, all conversations to manage behaviour should be carried out in a calm controlled manner. Even when a child has done something that is particularly distressing, staff should exercise professionalism in the way they speak to the child.

School Rules

- **Be safe**
- **Be a respectful**
- **Be a friend**
- **Be the best that you can be**

Our principles – the things we will do as adults

All staff

- Seek to understand the communication behind the behaviour.
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction).
- Model compassion and kindness, provide hope and support, connection and belonging.
- Understand that any event in a child or young person's life can impact on how they think, feel and act.
- Use of logical consequences rather than just simply punishments or sanctions.
- Provide routines, set limits and have clear boundaries.
- Regulate our own emotions.
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Head Teacher

- Leads on all aspects of this policy and models the expectations for all staff.
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to (CPOMS and DSL).
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Is the only person authorised to suspend or exclude a child or young person (or the Assistant Headteacher in their absence).

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff.
- Ensure the policy is implemented effectively.
- Ensure all staff are appropriately trained.
- Oversee the specific needs of all children and young people across the school.
- Provide support to staff, children/young people and parents/carers as necessary.
- Link with outside agencies to access additional services.
- Ensure that all tracking and reporting of incidents and additional needs are up to date (CPOMS).

Classroom Staff

- Plan the teaching and learning for all children and young people.
- Include parents/carers in personalised planning for their child.
- Communicate regularly with parents/carers about their child's needs.
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health.
- Have open conversations with the school.
- Engage with support offered by the school and other agencies to further support their child/young person's needs.

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Undertake their statutory role around suspension and exclusion.
- Ensure that all staff receive purposeful training in order that they can undertake their role.
- Provide opportunities for dialogue with children, staff and parents.
- Ensure that incidents are logged appropriately (CPOMS) and that any actions needed are undertaken and recorded.

Emphasising good Behaviour

It is vital when building and nurturing positive relationships that staff take time to praise and acknowledge good behaviour.

Teachers will use a similar visual tool to promote specific behaviours such as a marble in jar system. In all cases there will be clear and agreed behaviour and learning targets that the children are made aware they are working towards. Each class will have discretion of how to celebrate good behaviour based on the age and needs of the cohort.

Children receive a range of certificates and awards linked to behavior and learning targets in celebration assemblies weekly.

Responses to undesirable Behaviour:

Staff will be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour. Consequences or sanctions following undesirable behaviour will be logical and link directly to the action of the child.

Restorative and reflective conversations will take place following incidents to allow children time to process and understand what has happened.

It will be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The imposition of a sanction is not based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule.

Staff must not physically intervene unless they are trained to do so and it is part of a planned response. (Unless there is clear and imminent risk of harm to the child or others)

Pupils **must not** be denied access to specific areas of the curriculum.

Managing behaviour

Individual teachers may adopt class based visual behaviour management systems that are appropriate to the age and needs of their class. These systems should have clear consistent rules which are known by all staff and children in the class. The emphasis should always be on rewards but may include reasonable sanctions. These systems are aimed at managing general low level classroom behaviour and learning attitudes.

For one off behavioral incident:

- We will ask them to stop the behaviour.
- When appropriate, we will discuss incidents with the children involved in order to establish the facts.
- Where possible, we will encourage children to try to resolve disagreements themselves. Staff will facilitate this based on age and needs of the children.
- We will encourage children to take responsibility for their own behaviour.
(If appropriate staff will discuss the incident with parents at the earliest opportunity)
- Some one-off behavioural incidents may be of such a serious nature that a fixed term exclusion or serious short-term sanction will be appropriate. These will always be applied at the discretion of and discussion with the headteacher.
- Serious behavioral incidents **will** be logged on CPOMS.

	<i>Behaviour examples</i>	<i>Strategies</i>
Low Level Behaviours	Lack of concentration/focus on task.	<ol style="list-style-type: none"> 1. Attention for best behavior and modelling desired behaviour – praise for others doing the right thing. 2. Nonverbal reminder. 3. Reminder, privately at the child's level where they are sitting. 4. If behaviour does not change then caution and give alternative behaviour/choice. 5. If behaviour does not change then logical consequence follows.
	Ignoring/not following instructions.	
	Non-aggressive throwing of objects.	
	Invading personal space of others.	
	Running/being noisy around school.	

	<i>Behaviour examples</i>	<i>Strategies</i>
Serious Behaviours	Intentional vandalism.	<ol style="list-style-type: none"> 1. Incidents investigated with minimal impact of learning. 2. Logical consequences used where appropriate. 3. Loss of breaktime or playtime (where appropriate based on child's age and needs – consider SEND) 4. Reflective and restorative conversation to take place. 5. Parents informed. 6. Consistent incidents should be referred to SLT.
	Constant refusal to work or follow instructions.	
	Intimidating others.	
	Inappropriate behaviour.	
	High level of disruption.	

	<i>Behaviour examples</i>	<i>Strategies</i>
Dangerous Behaviours	Physical or verbal aggression.	<p>Following an investigation, consideration will be given to the context and seriousness of the behaviour. Strategies and consequences could include the following:</p> <ul style="list-style-type: none"> • Removal from school • Part time timetable • Multi-agency involvement • Police involvement • Suspension
	Racism.	
	Use of object/weapons to hurt others or themselves.	
	Serious, continued bullying incidents.	
	Significant acts of violence	
	Sexually motivated incidents.	

Repeated or persistent misbehaviour including behaviour linked to SEND.

Staff will follow the Lincolnshire Behaviour Ladder

<https://professionals.lincolnshire.gov.uk/downloads/file/3103/the-revised-lincolnshire-ladder-sept-25-final-002->

In school this will look like:

1: Ask them to stop

2: Ask them to stop and consider an alternative choice of behaviour.

3: Make reasonable adjustments to classroom organisation where possible. Ensure that any sensory and Social and Emotional needs are being met within the classroom context. Ensure that classroom resources and seating patterns support the child's needs.

If the behaviour continues we will...

4: Ensure that staff are aware of any triggers and for staff to make reasonable attempts to preempt and support children so as to avoid undesirable behaviour repeating itself

If the behaviour continues we will...

At this point staff should be liaising with the SENDCO and implementing a Pastoral Support Plan (PSP)

5: As part of the PSP provide the child with clear options including sanctions and rewards. Often at this point an individual behaviour and reward chart will be appropriate. These will need to be tailored to the individual's needs and interests.

6: The PSP will need to run for at least 12 weeks and if there is no improvement an application to Behavioural Outreach will be made (BOSS)

If the behaviour continues we will:

7: BOSS support or/and advice sought for Pupil Reintegration Team (PRT)

8: Internal exclusion/ Fixed Term exclusion

9. Further BOSS support

10. If evidence supports it the school may apply for a placement at a behavioural assessment unit.

11: Fixed Term exclusion

12: Permanent Exclusion

(For children with complex special needs and where it is appropriate seek an EHCP and timely placement in an alternative setting to avoid permanent exclusion)

Reduced Timetables

In some cases, it may be appropriate to consider a reduced timetable for the pupil. This is done on an individual case by case basis. The parent/carer, school and Pupil Reintegration Team (PRT) need to all be in agreement that this is the correct pathway to undertake.

A reduced timetable is a short-term provision that may be put in place to support the pupil. The reduced timetable is reviewed every four weeks, with the Local Authority being notified. If the Child has a SEND caseworker or social care involvement, these professionals will also be notified.

Notifying the DSL or DDSL

In many cases behavioural incident will relate to ongoing safeguarding concerns or may be an initial indication of a problem. All staff should consider whether the incident they are dealing with needs to be shared with the designated safeguarding lead or deputy. If in doubt speak to the DSL and make a note of the incident using CPOMS.

Victim Support

The school will support the victim/parent/carer affected by the inappropriate actions of others. This will be by a simple explanation of what took place, how the incident was dealt with and the sanction or consequence that was applied.

The school may provide the information, either informally or in writing, to the parent/carer. Supply of the details of the sanction applied is at the headteacher's discretion.

Should the parent/carer not agree with the actions undertaken by the school, they must initially discuss this with the class teacher. If the parent/carer disagrees with the school's actions, the parent/Carer may then raise this as an issue with the headteacher. If the parent/Carer still does not agree with the actions of the school, the parent or Carer will use the School Complaints Policy procedures.

Lunchtime Playground Procedures

Lunchtime staff are in a subtly different position from other staff in that they are only in contact with the children for a short time and not in a position to follow up behaviour issues in school time, deal with parents etc. Therefore, they will follow the following procedures:-

- a) Follow the above steps down to number 3.
- b) Discuss behaviour strategies beyond 3 with the class teacher in the first instance and if they are not available another member of senior staff.
- c) The class teacher or senior staff member who the incident is reported to is responsible for logging this and actions taken on CPOMS.

Lunchtime staff have a responsibility to follow and implement the school's methodology laid out in this policy.

Exclusion

A child may be excluded by the Head teacher for any of the following reasons: Bringing into school undesirable substances- i.e., controlled drugs, alcohol, Cigarettes, vapes. Bringing into school an offensive weapon-e.g., knives, blades etc. Attacks on pupils, staff or visitors, physical or verbal by pupils or families. Persistent bullying or disruptive behaviour.

Special Educational Needs

Where a serious behavioral incident takes place which would normally warrant an exclusion, permanent or fixed term; then considerations should be taken of how the child's identified SEND needs are being met. Where clear opportunities to de-escalate or manage a situation have been overlooked or agreed plans not followed, then these factors may indicate that the school is partially responsible for a resulting incident. In these circumstances, it may not be appropriate to exclude on all occasions but the final decision rests with the Headteacher. Ultimately, the health and safety of other children and staff should be paramount.

It is important that within our school community both adults and children value their own as well as others' individuality. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the behaviour lead will ensure that individual behaviour risk assessments are in place.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents / carers at home.
- Interventions/ outside agencies used to support behaviour management.
- Outreach support from specialist provisions.
- Observing pupils and advising on new strategies.
- SEMH Plan.
- Behaviour Risk Assessment.
- Boxall Profile.
- SEN referral.
- Educational Psychologist/ Occupational Health/ Speech and Language assessments.
- Reduced Timetable.
- Support for groups of pupils on specific behaviour e.g., anger management, playtime behaviour.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers.
- Support for Teaching Assistants and Lunchtime Staff on managing behaviour.

- Delivering training on Behaviour Management.
- TEAM-TEACH—Positive Handling Strategies.
- Early Help Assessment/ Children’s Services.
- School based counsellor (non-statutory).
- Place 2 Be.
- Parent Support classes e.g., Families First.
- Support from other local schools—Educating children off-site.

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children are regarded with the same consideration whatever their gender, cognitive or physical ability, social, religious and cultural background or race. They are entitled to identification of their individual needs and to any positive strategies to meet those needs.

Bullying

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms, but the three main types are:

- Physical – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, racist or sexist.
- Indirect – spreading nasty stories about someone, excluding someone from social groups, deliberate ignoring.

(More detailed definitions are contained within the schools Anti-bullying policy)

As isolated or infrequent incidents these forms of behaviour are unacceptable but they would not be classed as bullying unless they were repeated on several occasions in a relatively short space of time by the same child or group of children.

All staff should:

- Always be particularly vigilant at playtimes, observing the children at play.
- Intervene where necessary to prevent or deal with unacceptable behaviour.
- Talk to any child who appears to be alone and praise “good behaviour”.
- Any member of staff on duty should actively move around all playground areas.

The curriculum and circle time will be used to raise awareness of bullying behaviour, as well as R.E. and assemblies. We aim to promote values that challenge bullying behaviour. Any bullying behaviour that comes to light, will be dealt with swiftly by the Headteacher using the guidelines in the anti bullying policy.

Types of Unacceptable Behaviour

The following are unacceptable forms of behaviour in our school:

Foul or Abusive Language

This includes comments about a child's ability, disability, appearance and remarks about a child's parents or family. Obscenities, swearing, misogynistic, blasphemy, racist or sexist remarks are also unacceptable language.

Acts of Personal Abuse

Any attempt to cause physical/emotional pain or embarrassment, play fighting, violent games, bullying and cyber bullying (see separate section), injuring others, kissing, touching or rude behaviour, deliberately inciting others to act in an abusive way towards others.

Disregard of school rules

Deliberate and sustained behaviour that does not follow our school rules. For example, being disrespectful towards other children or staff, preventing other children from engaging with learning, undertaking behaviour that puts themselves or others at risk or not following instructions given by adults.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and gender from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Up skirting has been identified as a specific criminal offence and staff should be aware of this even in a primary school.

As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. (See separate Policy for Prevention of Sexual Violence and Harassment)

KCSIE - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Cyberbullying

Messaging between peers out of school (as there aren't the means on site) with the intent of causing hurt to others in any form. This could take place by social media platforms or 'in game chat' functions.

Prejudicial behaviour

Behaviour that is spoken or physical that is aimed at any member of a group that has protected characteristics or of a racist nature.

Theft

Taking of property without the permission of the owner.

Damage to Property

Destruction or damage of possessions belonging to others, including willful breaking or defacing of school property and equipment.

Dangerous Behaviour

Play fighting, wrestling, throwing objects, pushing through doors, tripping others up or any behaviour which could cause injury to another child or adult.

Inconsiderate and Disruptive Behaviour

This is lying or acting in a way which needs investigation by a member of staff and which wastes an unreasonable amount of time.

Child on child abuse

Abuse between two children of similar or different ages including any of the above as described in the KCSIE.

Monitoring and Review

All involved parties have a responsibility to monitor and support the implementation of this policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors will review the policy on a yearly basis.