

Denton and Harlaxton Church of England Schools



Behaviour and Discipline Policy

Document Management

Changes **yes** / no

Policy : Behaviour and Discipline	Date
Last Reviewed:	Autumn 2025
Board of Governors review complete:	Autumn 2025
Lifespan:	1 Year
Date of next review:	Autumn 2026

This easy to remember statement sums up our vision for our children within our community.

Together we can...

Learn

Encourage

Aspire

Respect

Nurture



Our full vision:

With God, together we can Learn, Encourage, Aspire, Respect and Nurture.

And the child grew strong; he was filled with wisdom, and the grace of God was on him Luke 2:40

We believe in a collaborative approach – developing the whole child by developing the whole community together. As an inclusive church school, we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence in all we do, and we recognise the value of everyone in our school and seek to enable all to become agents of positive change in the world.

Implementation of the policy:

The implementation of this policy is the responsibility of all members of our school community. By acting as adult role models, we will teach the children appropriate behaviour and provide positive feedback when children are behaving well. Adults will show respect to each other and the children ensuring that everyone feels safe, valued and supported. Children will be treated fairly and consistently with adults always responding in a calm manner with a focus on the use of positive language and praise. Children will be listened to with empathy and care. Bullying or anti-social behaviour within the school will not be tolerated and will be dealt with swiftly and sensitively. Parents will be informed face to face or by phone (if the parents are unavailable) if there are particular behavioural concerns and information will always be handled confidentially and respectfully

The core purpose of our schools is to deliver a high-quality education, which is facilitated by a consistent approach to behaviour management. We aim to achieve this by having clear **routines and expectations** throughout the school day including:

- Teachers greeting children at the front of school from 8:45 am, side gate for KS2 at Harlaxton, escorting children to class at 8:50 am.
- Ensuring children and staff walk carefully around our schools using 'Fantastic Walking'
- Walking on the left hand side of the corridor
- Stepping to one side to allow each other to pass
- Holding doors open for people and remembering our manners
- Children being escorted to and from the playground at both play time and lunch time by adults
- Clear playground routines – first bell/whistle, children stop; second bell/whistle/signal, children enter their classroom door.
- Respectful communication
- High standards of presentation across the curriculum
- Accessing lockers and shared areas in a calm and organised manner

Other times of day and other places

Should playtime or lunchtime be wet, children are supervised in their classrooms (lunchtime at Denton, supervised in classes 1 and 2). During these playtimes the teacher will supervise the class, should assistance be needed they can request it from the office. At lunchtime, the lunchtime supervisors will supervise the classrooms. During either of these times, there is no access to IT.

All members of the school community are expected to behave appropriately within the school grounds and building. Should a child or adult come to school on a bike or scooter, they are expected to dismount at the school gates and walk into the school grounds. Children should be under the supervision of parent/carer before and once dismissed at the end of the day. Children should refrain from climbing walls, fences and trees and at Harlaxton from running around the cars.

When children are away from school on trips, visits to the church/around the village or residential visits the school expectations on behaviour are still applicable and will be dealt with in the same manner as if they were in school. Parents will be informed confidentially of any issues once the children have returned.

Mobile phones

mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Rewards and recognition

Children are actively encouraged to behave in a positive manner. Teachers work hard to ensure the learning provides challenge but that children are supported in equal measure to achieve their potential. Teachers may choose to reward and recognise behaviour in a number of ways including:

- Creating a positive can-do classroom environment
- Verbal praise for good behaviour or attitude towards learning
- Stickers
- House points
- School value certificates, presented during our celebration assemblies
- Exhibiting outstanding work or good effort during celebration assembly or on the outstanding work wall
- Whole class rewards e.g. marbles in a jar.

Disruptive/low level Behaviour

In the classroom and other times, including lunchtime, staff will follow the following procedure should unacceptable behaviour be exhibited:

1. **Warning** – either verbal or non-verbal
2. **Conversation and reminder of expected behaviour.** This is carried out by any member of staff e.g. Teaching Assistant (TA) if during whole class input – reminder of school rules of respect and how will they modify their behaviour.
3. **Reset.** Depending on the behaviour exhibited, it may be necessary to remove the child from the class, either asking them to work outside the classroom or within another class. Another available member of staff can be called to intervene and support at any time. We encourage the children to take responsibility for their actions and to recognise that their behaviour will have had an effect on another member of our school community. Conversations with the children will centre on the idea of Respect People, Places and Property and we will encourage the children to think about what happened, who has been affected by this and what needs to happen now.
4. **Time out or consequence**
Time out may be outside or within the classroom. Time out is used as a restorative approach as appropriate. It is for a set amount of time according to the child's age and needs. (see appendix 1)
Consequence. This can include a loss or partial loss of playtime or lunchtime.

If the low level/disruptive behaviour of a child occurs frequently over a short period of time, the teacher will start a behaviour log within the classroom to begin to identify patterns or triggers for the behaviour.

Unacceptable behaviour

For situations, such as fighting and swearing, step 4 should be followed. Children are asked to reflect upon their actions (see appendix 1) and parents are contacted. Parents should be spoken to face to face where possible and a way forward agreed. The incident should be recorded and given to a member of SLT to record in the incident log, including parent feedback.

When any parental communication takes place regarding a child's behaviour, contextual safeguarding should be considered and concerns reported following the schools' safeguarding policy.

Next steps in the behaviour procedure including SENDCo involvement

5. **Serious concerns:** If particular behaviours, such as the need for repeated removal from classroom, repeated low level disruption or outbursts continue over a prolonged period of time (maximum of two weeks), a referral to Special Educational Needs and Disabilities Coordinator (SENDCo) team will be actioned. At this point, we may also start a solution-focused approach. Parental involvement is needed at this stage and this may include the provision of a behaviour support plan.

The Special Educational Needs support is a graduated approach which spans from the Universal to the High Needs level. All levels may be supported by the Early Help assessment process. The graduated approach draws upon more detailed approaches, more frequent reviews, and more specialist expertise in **successive cycles** of ‘**assess, plan, do and review**’ in order to match the interventions to the SEN of children and young people.

Positive Handling

There may be an incident where a child's behaviour is such that positive handling techniques need to be used. Staff will only do so as a last resort. Any positive handling will comply with the Lincolnshire County Council's guidelines and Denton and Harlaxton's positive handling guidance. Any positive handling incidents must be recorded on an incident form and handed to a member of SLT. Parents will be informed.

If a child is having violent outbursts where children or staff members may be physically hurt, it is essential that everyone be removed immediately from the area to minimise the possibility of an injury and the child monitored from a safe distance. During this time, staff will try to de-escalate the situation using restorative methods. This may include:

- Using their name
- Acknowledging their right to their feelings
- Telling them why you are there
- Telling them what they can do
- Offering a 'get out'

Should this become a regular pattern of behaviour, this falls outside the usual rewards and sanctions and in this case the (Senior Leadership Team) SLT and/or SENDCo team will work in conjunction with the staff involved to create an Action Plan/ Risk Assessment to ensure everyone's safety and wellbeing is maintained.

The SENDCo team will also follow the LLBI (Lincolnshire Ladder of behavioural intervention) which could include:

- In school ELSA (Emotional Literacy Support Assistant) sessions.
- A PSP (Pastoral Support Plan). This is written in conjunction with the class teacher, parents/carers and the pupil.
- Access to further staff training.
- Support from the WTT (Working Together Team) and/or Healthy minds.
- Support from BOSS (Behaviour Outreach Support Service).
- Involvement of the PRT (Pupil Reintegration Team).
- A referral to BOSS and a BIP (Behaviour Intervention Plan) written by BOSS.
- Referral for an intervention placement at an alternate provision (safeguarding checks are carried out).

6, Exclusion and Suspension

If a situation is serious enough, it may result in a fixed term exclusion (now called a suspension) and in this case the stages outline above may not be sequential although these situations are rare. Initially this would be for a fixed term period, usually 1-5 days. However, if serious incidences continue to occur and once all other avenues have been explored using the LLBI, there may be a need to exclude a child on a permanent basis. If the suspension is for a fixed

term, there will be a reintegration meeting with parents before or during the child's return to school and they will receive support in order to behave appropriately.

Definitions of Exclusion

Suspension (fixed period):

A **suspension** is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion:

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

Child on Child Abuse

Staff at Denton and Harlaxton schools are aware that children can abuse other children. This can occur both within school and outside and can constitute many forms. Examples of child on child abuse can include, but not limited to, bullying (including cyber bullying), physical abuse, sexual violence, sexual harassment and upskirting.

Within school, staff are vigilant and maintain an attitude of 'it could happen here.' The safety and welfare of a child is paramount and therefore if staff have any concerns, they will act immediately following guidance within the schools child protection policy, Keeping Children Safe in Education and report their concerns to the designated safeguarding leads.

Should a disclosure of this nature be made to a member of staff, children will be reassured that their allegations are taken seriously and that they will be supported and kept safe.

Banned items

Mobile phones should not be brought in to school. Where this cannot be avoided e.g. a child going home to a different parent, the mobile phone should be kept in a bag in the child's locker, handed to a teacher or the office and given back at the end of the day to a parent or carer if possible.

The school does not allow children to bring in or wear any smart devices.

Children are asked not to bring in any items from home, all essential items are provided by the school. Exceptions may be made for SEND related items approved by the school.

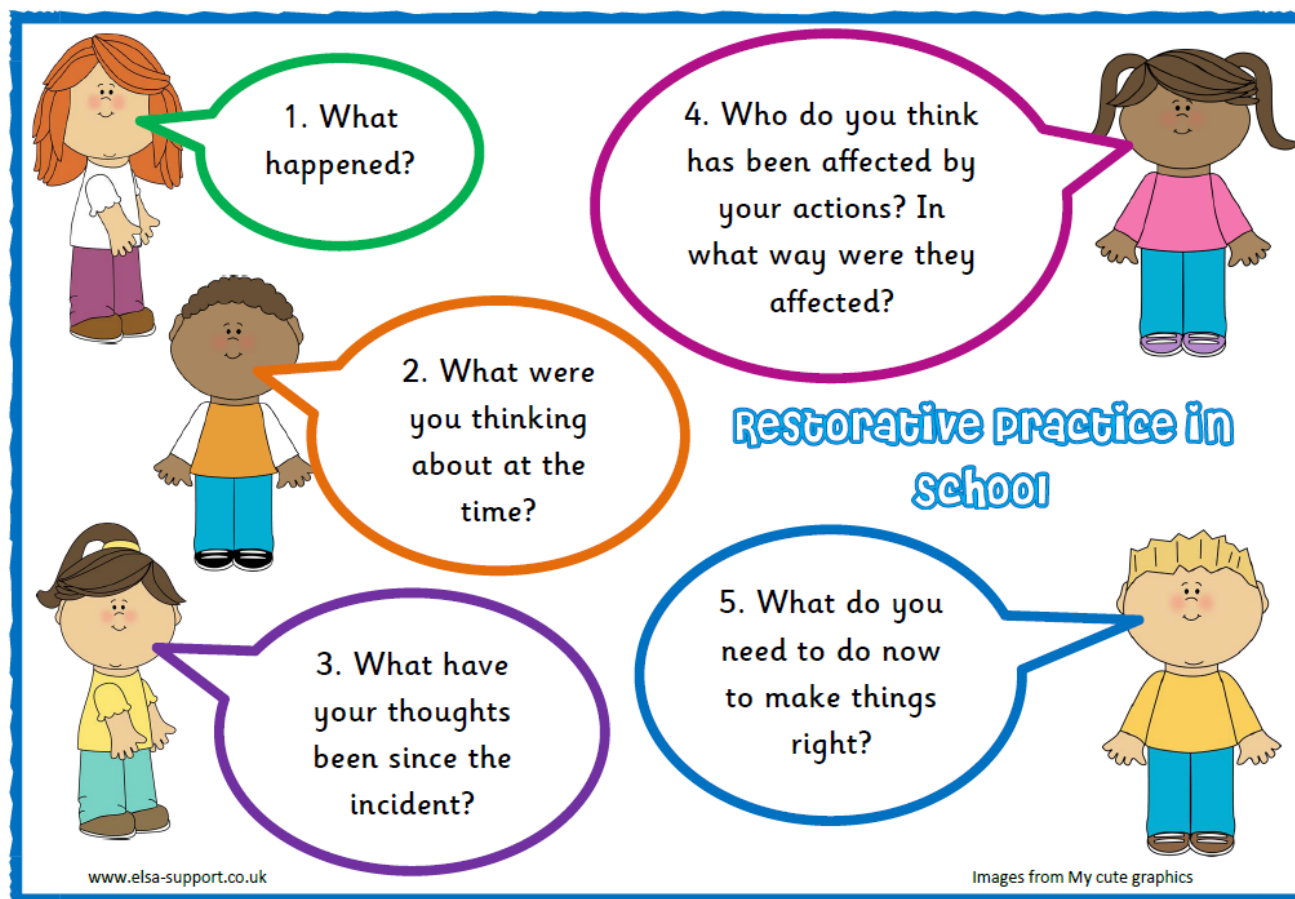
Staff induction and training

This policy is reviewed with staff and governors annually and as part of the schools' induction process with new members of staff.

Staff receive regular training throughout the year both within school and from external providers such as BOSS, WTT and Healthy Minds.

Any complaints regarding this behaviour policy are dealt with by the governors following the school complaints policy.

Appendix 1



Summary of Lincolnshire Ladder of Behavioural Intervention

Updated September 2025

Initial Steps - Whole School approaches

- Creating a culture of care and respect throughout the school community so that behaviour in school is everyone's responsibility
- Consider the use of audit tools for identifying what is working well and areas for development
- Create positive relationships over time through relational practices
- Utilise a school wide system to give consistency for pupils and staff
- Implement a 'Relational Behaviour Policy'
- Teach learning behaviours alongside managing misbehaviour
- Consider creating a responsive co regulation plan for your school
- Provide regular whole school staff training e.g. behaviour as a communication and de-escalation. This needs to have been done in the last 2 years and evidenced with date and training provider (Can be BOSS/ WTT/ Virtual School or any other external training provider). How this training has been implemented, and its impact should also be recorded

Next Steps - Identifying Factors - Assess

- Screen for unmet learning needs and underlying causes such as learning difficulties, speech/language needs, and mental health concerns
- Use tools such as the PSP Questionnaires and Behaviour Risk Screening Tool to identify specific areas of behaviour for targeting or significant factors that may impact on behaviour
- Use of the VSEND tool to help identify areas for support
- Consult Ask SALL
- Complete any additional screening for pupils with SEND that may be appropriate
- Consider trauma and attachment issues
- Engage with resources like the SEND Inclusion Toolkit
- Consider wider concerns (home/ community) that have an impact on behaviour by completing an EHA wherever possible or other screening tool
- TAC opened if felt necessary
- Continue reflective planning cycles and CPD utilising BOSS and WTT universal training

Next Steps - Early Intervention - Plan and Do

- Pastoral Support Plan (PSP) started
- Involve the Pupil Reintegration Team (PRT) Caseworker for guidance and possible funding considered for specific support
- Consider off site direction or short-term placement discussed on a case-by-case basis with your PRT Caseworker
- Anonymised, bookable consultation with BOSS (40 minutes). This can be identified through consultation with PRT case worker in the following cases prior to the 12-week referral process;
 - Children moving into Lincolnshire displaying significant needs
 - Where a child has entered school through the mid-year admissions process and additional support is required to enable their transition
 - Children showing a rapid increase in challenging behaviours
 - Where risk of exclusion is felt to be scaled at 8+
 - Where a PSP has been started but impact is minimal, and it is felt that specialist advice would be useful to inform outcomes
- Revisit Ask SALL if appropriate
- Seek targeted training for pupil needs such as ADHD and PDA.

Further Steps - Targeted Involvement - Do, Review, Assess

- Involve targeted support agencies such as a STT or an EP
- Referral to BOSS after 12 weeks of PSP support. This can be escalated to an earlier timescale through a consultation with PRT and BOSS (see early Intervention above)
- Use Behaviour Improvement Plans (BIPs) alongside PSPs.
- Maintain multi-agency collaboration and review progress regularly