

Behaviour and Discipline Policy 2026-7

- promote understanding of and respect for others and a regard for their safety and well-being.
- provide a consistent approach by all adults working in school.
- promote the children's respect of their own and other people's property and the environment.
- foster the school's core values perseverance, resilience, independence, tolerance and teamwork
- help children develop a clear and acceptable view of what is right and wrong.
- promote children's spiritual, moral, social and cultural development throughout their school life.
- promote firm action against all forms of bullying.
- promote firm action against all forms of discrimination against all protected characteristics.
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way.

1. Rationale and ethos

At Linton Primary School we pride ourselves in helping our pupils to develop a real sense of respect and responsibility for themselves, others, property and the environment. This is based on our core values of perseverance, resilience, independence, tolerance and teamwork (PRITT), underpinned by the Thrive approach.

This is evident by how the children demonstrate an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As the children progress through the school, we aim to provide teaching and support that will allow them to demonstrate an awareness of, and consideration towards, the needs and feelings of others (empathy & respect) and exercise increasing levels of self-regulation.

Linton Primary School expects the highest standards of behaviour possible within each child's emotional capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-regulation through the integration of personal, social, moral and religious education into the school curriculum and by keeping them safe, making them feel special and meeting their needs.

We will help children achieve this by providing clear and consistent boundaries and guidelines for them, demonstrated through the daily actions of adults and peers as role models.

Linton Primary School also recognises the vital role parents/carers play in developing a child's behaviour, we aim to work with parents to empower them to be actively engaged in school life and support their children's learning. It is an expectation of the school that parents work in partnership with staff to help children understand what constitutes good behaviours including engaging with learning and completing homework when set. It is expected that parents intervene when behaviour is inappropriate, but more importantly to help role model positive behaviour in their normal daily actions.

Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos based on our core values which foster the contributions of all.
- develop self-esteem and self-regulation.

Our shared mantra is: Take care of yourself. Take care of others. Take care of what is around you.

Adults will attune, validate and support regulation, while teaching pupils how to repair harm, understand expectations and make safer choices.

2. Purpose, statutory framework and publication

This policy sets out the standards expected, how positive behaviour is taught and recognised, proportionate responses to incidents, safeguards for pupils with additional needs, and the roles of staff and families. The governing body will ensure the policy is published on our website, communicated in accessible formats, implemented consistently and reviewed at least annually and following significant legal or safeguarding changes.

It should be read alongside Linton Primary School's Safeguarding and Child Protection, Anti-Bullying, SEND, Equality, Attendance, Complaints, Online Dafety, Restrictive Interventions and Use of Reasonable Force, Suspension and Permanent Exclusion policies and procedures. Relevant law and guidance include the Education and Inspections Act 2006, Equality Act 2010, Children and Families Act 2014, statutory SEND Code of Practice, Keeping Children Safe in Education 2026, DfE Behaviour in Schools guidance, July 2026 suspension and permanent exclusion guidance and April 2026 restrictive interventions guidance.

3. Roles and responsibilities

- The governing body sets the principles, monitors consistency, safeguarding, equality, incidents, suspensions
- and exclusions, and ensures adequate training and resources.
- The Headteacher establishes and implements the behaviour approach, ensures staff training, monitors trends,
- oversees serious incidents and alone exercises the statutory power to suspend or permanently exclude where applicable.
- The SENCO and DSL advise on SEND, reasonable adjustments, unmet needs, safeguarding referrals and multi
- agency plans.
- All staff teach and model expectations, use de-escalation, record significant incidents promptly, make safeguarding referrals without delay and follow individual plans.
- Pupils are supported to understand expectations in developmentally appropriate, accessible ways; parents and carers are involved promptly and respectfully.
- The headteacher and senior leadership team will monitor the quality and content of the curriculum and teaching and learning methods, ensuring that the delivery of personal, social and health education, citizenship and collective worship are interwoven into school life, at age and stage appropriate levels and support in positively impacting upon children's behaviours, morals and values.

All staff will:

• reinforce positive values throughout the curriculum, through delivery of core values, personal, social and health education, citizenship, collective worship and assemblies.
• be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
• have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
• give children increasing opportunities for responsibility within class and school.
• encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
• recognise and praise positive actions and contributions (Class Dojo points).
• set high expectations of behaviour which are explained and role modelled to the children.
• present a consistent approach which make expectations clear.
• actively listen to the children; encourage them to reflect upon their actions and possible alternatives.
• all staff are expected to be positive role models.
• establish, reinforce and role model clear and consistent boundaries. • provide a stimulating school environment, an appropriate curriculum and suitable playground activities and be co-explorers alongside the children.

Working with Parents & Carers

Linton Primary School has an 'open door' policy for parents with any behaviour concerns in relation to their children, as we believe the relationship between school and home is vital in supporting the development of a child's behaviour and preparing them to be a positive citizen in the future. With this in mind the school's expectations for working with parents/carers in relation to their child are as follows:

• positive home / school liaison and good community links will be promoted.
• parents will be informed of good (via Class Dojo) as well as inappropriate behaviour.
• parents will be involved at an early stage of particular difficulties with individual pupils.
• parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
• we aim to involve parents in decisions to negate negative behaviour and work with school in developing appropriate and consistent guidelines.

4. Positive behaviour, routines and recognition

Staff will explicitly teach predictable routines, safe transitions, respectful language, consent and personal boundaries, online safety and restorative skills. Staff will recognise positive actions through specific praise, Class Dojo points, celebrations, badges and age-appropriate opportunities for responsibility. Recognition must remain accessible to pupils with SEND and must not shame, compare or publicly label children.

Golden Time or other enrichment opportunities must not be withdrawn in a way that removes essential play, physical activity, food, water, toileting, reasonable adjustments, therapeutic support or access to the curriculum. Any proportionate restriction must be short, supervised, recorded when significant and reviewed for its effect on the pupil.

5. Preventing and responding to behaviour

Responses will be predictable, proportionate, educational and sensitive to the pupil's age, development, communication, disability, trauma, mental health and known circumstances. Staff will first check for immediate safety, co-regulate, identify triggers and unmet needs, give clear choices and use reasonable adjustments. Where safe, pupils will be supported to reflect and repair relationships after regulation has returned.

Possible responses include a calm reminder, supported reflection, restorative conversation, communication with home, an individual support plan, or a proportionate sanction. No sanction may be humiliating, discriminatory, physically punitive or used to deny basic needs. Missed learning should ordinarily be supported through planned catch-up rather than routine loss of breaktime. Any after-school detention must take account of age, SEND, safety and safe travel home.

Rewards and Sanctions

In order to encourage positive behaviour we use the following rewards and sanctions:

Rewards

We use a whole school Rainbow Rewards scheme, where children can earn points for each lesson in the day relating to their behaviour and attitudes, following instructions given by adults, effort and the completion of learning tasks.

Children are provided with formal and informal praise, celebrated as and individual or with the whole class (based on the needs of the children and their preferences) and recognition in assembly, where we reward children for their efforts in:

- Maths
- Reading
- Writing

- Star of the week
- Kindness
- Positivity and
- The Headteacher's award.

Access to Golden Time provisions at the end of the week is scaled in correlation to the percentage positive behaviour score (from the Rainbow Rewards scheme) that is tracked across the week. A child's preferred task may not always be available to them based on their percentage score. However, all children are able to access an element of Golden Time provision.

The senior leadership team track children's percentage scores across the week. This provides opportunities for early intervention, by meeting with children to support them in making more positive choices moving forward if it appears they are having difficulties. Rapid intervention allows children to reflect and realigning with expectations in order for them to make progress and achieve success.

For some of our children, we recognise that more instant gratification is required and our Rainbow of Rewards has been amended, using a Rainbow Rocket for our younger children. Children who reach and remain on 'Perfect Purple' by the end of the day, receive a dip in the box prize (small toy or sticker). Overall weekly progress is still recognised in our weekly assembly.

We aim to work in partnership by sharing good behaviour and rewards with parents and carers and the above behaviour rewards are part of our commitment to ensuring that unconditional regard is given daily to all children.

We will not reward children with food or sweets. This links to our commitment to the promotion of healthy eating and the safe management of allergies in school.

Sanctions and Consequence

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

- Consequences will reflect the emotional and chronological age of the child and the severity of the incident.
- minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner.
- each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Using the Thrive approach, sanctions may include, the child being removed from the immediate environment, loss of responsibility, loss of free time or limit to the Golden Time activity offered.
- a verbal reminder of non-negotiable behaviours will be given once behaviour has become regulated with the support of an adult. A review will take place to help the child to understand the consequences of their actions.
- making up lost learning time from within social time or at the end of the school day.
- parents will be involved at the earliest possible stage if problems are persistent or recurring.
- major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour. This type of behaviour is dealt with severely and must be referred to the Head teacher or a member of the Senior Leadership team in her absence. Any such behaviour incident must be logged in the school behaviour records (CPOMS). An internal or external exclusion may be issued for more serious incidents.

6. SEND, disability, equality and individual plans

Linton Primary School will comply with the Equality Act 2010, including its duty to make reasonable adjustments for disabled pupils and the public sector equality duty where applicable. Staff must consider whether behaviour may relate to disability, communication differences, sensory needs, anxiety, adverse experiences or unmet educational needs before selecting a response. Expectations remain ambitious, but equal treatment does not always mean identical treatment.

Where behaviour is persistent, serious or escalating, staff will consider assessment of need, SENCO and parent involvement, external professional advice, an individual behaviour support or risk reduction plan, and appropriate provision under any EHCP. Plans will identify triggers, preventative supports, communication, de-escalation, safe responses, recovery and review dates. Decisions and adjustments will be recorded; pupils' views will be sought where appropriate.

7. Bullying, discrimination and child-on-child abuse

Bullying, racist abuse, sexual harassment, discriminatory language, online harassment and child-on-child abuse will be taken seriously. Staff must act promptly to protect those affected, record incidents, consider safeguarding implications and follow the anti-bullying and child protection policies. Reports must not be dismissed as banter or normal childhood behaviour. Support will be offered to affected pupils and behaviour will be addressed with those responsible.

Patterns of prejudice-related incidents will be monitored and reported to governors in anonymised form. Any local authority reporting requirements will be followed. Confidentiality and information-sharing will be handled on a need-to-know basis.

All staff in school have been fully trained and must be alert to the signs of bullying, harassment and discriminatory behaviour, acting promptly and firmly against them and seeking further advice and support from a DSL.

Children must be made aware that staff will always follow up on any physical, verbal and/or social actions and incidents and that these are unacceptable.

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Headteacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified. Where a child's behaviour at school indicates serious problems, support services (e.g. SEND Support, Thrive etc) will be contacted and liaison between all parties will be maintained, sometimes through an Early Help Assessment (EHA). Individualised behaviour targets are included within a child's Pupil Passport and monitored regularly. The Thrive approach which emphasises children's emotional wellbeing and mental health is used in school. Our emphasis is on positive behaviour management, early intervention and de-escalation of challenging behaviour. If a child needs to be moved to a place of safety due to them posing a risk to themself or others, this will be done by trained members of staff. All staff have been trained in the use of physical interventions. If physical intervention is needed a full record of the incident will be completed and parents informed, following the schools Restrictive Interventions and Reasonable Force Policy.

8. Safeguarding and immediate risk

A change in behaviour may indicate abuse, neglect, exploitation, mental health concerns or other harm. Staff must report safeguarding concerns to the Designated Safeguarding Lead or Deputy without delay in accordance with Keeping Children Safe in Education 2026; immediate danger requires emergency services. Behaviour procedures must never delay a safeguarding referral. Where an allegation concerns an adult, staff must follow the school's allegations and low-level concerns procedures, including LADO referral where applicable. Further details can be found in our Safeguarding and Child Protection Policy and our Whistleblowing Policy.

9. Removal from class, internal provision and reintegration

Short-term removal from a classroom will be used only where necessary to restore safety or learning and will be supervised, time-limited, purposeful and recorded. It is not a substitute for formal suspension or suitable SEND provision. We will remain committed to providing all children with a suitable education, pastoral support and reasonable adjustments, with a planned return to class and parent communication as appropriate.

We will not use informal exclusions or send children home to ‘cool off’ without following statutory procedures. Exclusions would always be used only in the most exceptional circumstances where all other options and school based offers, linked to the child’s needs, have been exhausted.

10. Restrictive interventions and reasonable force

Linton Primary School will follow the DfE guidance on restrictive interventions, including the use of reasonable force, effective from 1 April 2026. Physical intervention is never a routine behaviour sanction and must not be used to punish or humiliate. Where lawful and necessary, any force used must be reasonable and proportionate to the circumstances, with the least restrictive safe response and consideration of disability, medical needs, communication and trauma.

Staff will prioritise prevention and de-escalation. All children in school have an individualized Relationship Support Plan, planning for risk reduction and so that staff are prepared and able to foresee where potential risks may exist. These will be created involving parents, the pupil where appropriate and relevant professionals. Staff training will be maintained and refreshed according to assessed need; a historical training date alone does not demonstrate current competence.

Every significant use-of-force incident must be recorded in writing as soon as practicable and reported to parents as soon as practicable, subject only to applicable statutory exceptions. Records must capture context, alternatives tried, reason, duration, staff and witnesses, injury or distress, follow-up, pupil voice and safeguarding review. The Headteacher will oversee debriefing, wellbeing support, trend monitoring and appropriate referral. Any seclusion or other restrictive practice must be addressed by a separate lawful, safeguarding-led procedure and must never be improvised as punishment.

11. Suspensions, permanent exclusions and off-site direction

Only the Headteacher (or person lawfully acting in that role) may suspend or permanently exclude a pupil, in accordance with the statutory guidance effective 26 July 2026.

Any decision made to suspect, permanently exclude or provide off-site direction to a pupil must be lawful, reasonable, fair and proportionate, based on the facts and circumstances, with due consideration of SEND, disability, safeguarding and any relevant support or adjustments. Permanent exclusion will always be a last resort where the statutory test is met and all other options have been exhausted.

Linton Primary School will follow statutory duties for written notification to parents, the governing body, local authority and other relevant professionals, educational provision, recordkeeping, review and reinstatement rights. Suspension must be for a fixed period and within statutory limits; permanent exclusion must not be disguised as indefinite removal. Linton Primary School will not use informal or unofficial exclusions. Managed moves or off-site direction, if considered, will follow the current statutory framework, consultation, safeguarding and review requirements and will not be used to evade exclusion safeguards.

12. Behaviour beyond the school gate and online

Linton Primary School may respond to behaviour outside the premises where lawful and reasonable, including on school activities, travel to and from school, online incidents affecting pupils or staff, or conduct that threatens safety or the school community. Staff will consider the school’s authority, evidence, safeguarding, proportionality and SEND needs. Suspected criminal matters or serious online harm will be referred appropriately.

13. Searching, screening and confiscation

Any search, screening or confiscation will be undertaken only by authorised staff within current law and DfE guidance, with appropriate safeguards for consent, reasonable grounds, prohibited items, safeguarding,

SEND, dignity, privacy, recording and parental communication. Searches involving intimate areas are not permitted by school staff. Suspected criminal items and safeguarding concerns will be managed through the correct procedures and following our school's Policy for Restrictive Intervention and Reasonable Force.

14. Recording, communication and monitoring

Significant incidents, bullying, discriminatory conduct, removals, restrictive interventions and exclusion decisions will be recorded promptly in the appropriate secure school system, including CPOMS. Records will be factual, proportionate and accessible only to authorised staff. Parents will be informed promptly of serious incidents, subject to safeguarding considerations. The Headteacher and/or leadership team will analyse trends by pupil group and type of incident, report anonymised information to governors and review whether practices are equitable and effective.

15. Concerns, complaints and policy review

Pupils and parents may raise concerns about the application of this policy with the Headteacher or member of the Senior Leadership Team and follow Linton Primary School's published complaints procedure where appropriate. Statutory rights to make representations about suspensions and exclusions are separate and will be explained in the relevant notices. Staff will receive induction and updates, and the policy will be reviewed with pupils, families, staff, the SENCO, DSL's and the Governing Body as appropriate.