



Lymington CE Infant School

POSITIVE BEHAVIOUR POLICY

Name of School:	Lymington CE (Aided) Infant School
Name of Headteacher:	Julia Morris
Date policy approved:	September 2026
Introduction	
At Lymington CE Infant School our core Christian values of love, courage and respect shape all that we do. We support our children to become happy, confident and fulfilled individuals who build positive relationships. We help them to understand and make a positive contribution to our diverse and rapidly changing society and to challenge injustice in the world. This Positive Behaviour Policy has been produced by the school community working together and it is clearly underpinned by our vision and values of love, courage and respect. These values have been shared with everyone and are displayed around the school, so adults and children are aware of expectations. Love: Love for one another is lived out through the way in which we welcome people into our school, show kindness to others and have compassionate hearts for those facing difficulty. Courage: Children and staff are supported to be courageous in their learning; we are given the confidence to challenge thinking, recover and grow from setbacks and explore together how we might challenge injustice. Respect: Children are helped to see that having respect for God begins with respecting his world and those who live in it. Through 'learning together', we recognise our individual and collective responsibility in making the world a better place. Ethos/Principles At Lymington Infant School we understand that it is everyone's responsibility to support children in learning how to behave. We understand that supporting children in developing socially acceptable behaviours is a life skill that will prepare them for the wider world. We accept that, no matter what a pupil's home environment or expectations may be, we uphold high expectations of all. We recognise our duty to be inclusive and understand that some pupils may need additional support. Provision for these pupils is built into this policy. We know that children are more likely to succeed if we have the support of families. Therefore, at all times, we aim to work in partnership.	

Our school recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults who work within our school if they are worried and that they will receive a consistent, supportive approach.

Explaining and reasoning is at the heart of this policy.

Aims of our Behaviour Policy

- To promote high standards of behaviour that extends beyond the school gate.
- To encourage a calm, purposeful and happy atmosphere.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and makes the right choice to behave appropriately.
- To enable children to understand how their actions impact others and to repair and rebuild relationships afterwards.
- To foster positive, caring attitudes towards everyone with mutual respect between all members of the school community.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To encourage respect for the value of resources and a collective responsibility for the maintenance of the good order of the school.
- For children to be proud of themselves and their school.

We believe our aims are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour, e.g. circle time, Collective Worship, PSHE and P4C.
- Good behaviour is best promoted by praise, positive actions and sometimes rewards. A consistent and fair approach is essential.
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices.
- Children are provided with good role models.
- Children and parents understand the hierarchy of consequences which are a natural outcome when children make inappropriate choices. These are applied within the school in a calm and considerate manner.

Within our Christian context...

We believe children have a right to:	Children will respect the right by:
• Be listened to appropriately. • Work without disturbance. • Move around the school safely. • Have their strengths and efforts recognised. • Learn to interact as part of a social group. • Be given clear guidelines of behaviour expectations. • Have access to appropriate well cared for resources.	• Talking to each other and discussing issues. • Confidently approach adults to discuss worries/concerns. • Understanding and talking about own feelings. • Trying to see others point of view. • Considering consequences of actions and take responsibility for their behaviour.

	• Wanting to put things right and decide the right solution. • Being polite when speaking and show respect to all.
We believe adults have a right to:	Adults will respect the right by:
• Expect appropriate behaviour. • Be listened to. • Teach without disruption. • Have access to well cared for resources.	• Being approachable, speak kindly and listen to all sides of the story. • Having the time to listen and not prejudice. • Being consistent whatever their role or time of day. • Communicating with each other effectively. • Facilitating an appropriate outcome to the problem rather than trying to present one solution. • Having updated and sufficient training. • Completing circle times and refer to class charters. • Understanding own emotions.
Restorative Approach	
Our school is a warm, welcoming community and through our Christian values creates an ethos of living well together. Whilst we feel the behaviour and conduct of both our children and staff is exemplary, we acknowledge we are all human; we make mistakes, we get things wrong and sometimes behave in ways that disappoint ourselves and others. Children in our school know they are loved unconditionally because this is the embodiment of Jesus' love for us all. When dealing with disappointing or inappropriate behaviour, forgiveness and reconciliation are a key part in helping our children flourish as individuals. Children are helped to reconcile and restore relationships when they have broken down. We support children in this by adopting a Restorative Practice approach. The conversation we have with children in need of such support is outlined below: • What happened? • What were you thinking? • How were/are you feeling? • Who do you think has been affected? • What needs to happen/do you need to do now?	
Good Practice (staff) in Encouraging Good Behaviour	
• All adults act as role models for the children. • All adults use a calm, consistent, firm and fair approach. • All adults focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like.	

Teachers provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate.

Children need to be absolutely clear what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught.

Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible.

At the beginning of each academic year each class teacher, alongside their class, will create a class charter. This should be reviewed by the class throughout the year.

When an adult gives instruction, they need to be given positively, clearly and consistently using simple language.

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

Role of Parents

Parents are expected to:

- Support their child in adhering to the expectations of good behaviour and understanding the school values.
- Ensure that their child fully understands the school expectations and the consequences of not adhering to them.
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly.

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of Lymington Infant School as a Church of England school where all are equally valued as members of the school community.
- Creating an effective partnership between pupils, parents, staff and governors.
- Maintaining a caring, safe and nurturing environment where pupils can flourish.
- Developing a positive reputation in the community.
- Ensuring that the school community is safeguarded.

Positive Reinforcement and Rewards

At Lymington Infant School we believe in developing children's intrinsic motivation. This involves engaging in a behaviour because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. The research shows that those who are intrinsically motivated pursue an activity for pure enjoyment.

They find it rewarding, interesting or challenging. People who are intrinsically motivated are:

- **High Quality** – They achieve better results and performance.
- **Committed** – They have a stronger sense of personal dedication.
- **Persistent** – They perform more relentlessly and are less likely to quit when facing difficulties.
- **Creative** – They are more imaginative and more likely to come up with novel ideas and solutions.

When you complete a difficult task or master a new skill successfully, you feel a sense of accomplishment which makes you happy. You are then intrinsically motivated to do it again or try to master it even more.

Our curriculum is designed to develop children's intrinsic motivation alongside positive verbal praise and our house point system. We help to support children through this.

Specific rewards include:

House points

House points can be awarded by any adult in the school to children who are displaying our school values. These house points will be totalled each week and the winning house will earn points which will be celebrated at the end of each half term.

Fine Diners

Good behaviour at lunchtime is also rewarded. The lunchtime supervisors nominate children from across the school every week who have shown our values of love, courage and respect during lunch times. They have the privilege of sitting on the 'Top Table' the following week with a friend of their choice. The Top Table is a table reserved especially for those children so they can be the first in to dinner at their sitting. The nominations are announced in Celebration Worship. Their names are recorded in the lunchtime book.

Class Awards 'Marble in the Jar'

Each class can work together to receive awards. When they have 10-20 marbles, they will have an extra treat of their choice which is agreed collaboratively. Each class will set a different focus and work as a whole class to achieve this, e.g. they may work on walking sensibly as a class through the corridor, sit quietly in worship, line up sensibly at the end of lunch or playtime or behave well on an external visit.

The Gold Book

This is a book to record children demonstrating any of our school values or for other recognition. Staff send children to the Headteacher's office and they will receive a gold star for their house team and certificate. Their name will be put in the Gold Book and the Deputy Head will weekly check the book and make special mention of named pupils in celebration worship.

In addition, all staff have their own systems for rewards. These are age appropriate and may include stickers that children can put on their jumpers or book bags.

They may be given extra responsibilities in the classroom, e.g. monitors.

Achievements may be shared with parents who could be asked to come and see work or books sent home.

Consequences

When children choose not to 'make the right choice' or not to follow the rules, all staff are expected to deal with them using an authoritative tone, calmly and in a consistent manner. It is important that consequences of poor behaviour are presented to children as their choice. This places responsibility for behaviour on the child. Furthermore, we believe that the child should always be positively acknowledged; it is their behaviour choices that are inappropriate. We use the language of restorative practice when speaking to a child/children.

Consequences should be seen as a natural outcome of poor behaviour choices.

Logical consequences should be used where possible.

Examples:

- If you choose to break something, you will fix it.
- You chose to make a mess; I expect you to clear it up.
- You chose not to complete work, you can do it now.
- You have hurt someone's feeling; you can help to fix that.
- You did not use those materials/equipment appropriately; you won't use them (for a short period of time).
- After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

For unacceptable behaviour there is an agreed procedure:

An adult will give children a chance to change their behaviour. To ensure consistency the procedure is:

1. **Visual (happy or sad face) or Verbal warning.** Explain that he/she has a choice as to whether to do the right thing and then allow time for conforming.
2. If child continues not to conform, discuss their choice in a calm manner. The children should be expected to use this time to consider their behaviour and be asked (through restorative approach questioning) to identify how they could avoid a similar pattern of behaviour should a similar situation arise again.
3. **Time out** - Time out may be needed/choosing to work in a quiet space, in another classroom/missing a short amount of break time (5 mins) to rectify a situation.
4. If child is still refusing to comply, use the **red card system** to alert a member of SLT who will come to the class and offer support as appropriate. If SLT are involved, then this will be logged on Arbor and parents notified. Patterns can then be identified and appropriate support put in place for the child.
5. In cases of **dangerous outbursts** go straight to step 4. A child may be sent immediately to the most senior member of staff available for a serious incident (eg. physical injury to another child, rudeness to an adult, racial abuse) or a series of events (eg. bullying). In such cases, the child's parents will be notified.

Individual Challenging Behaviour

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to consider accommodation of a variety of individual pupil and class needs.

Occasionally, some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable. However, it needs to be recognised that when a child behaves in an unacceptable way there can be an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns and identifying the behaviour that needs to be targeted. In consultation with SENCo or SLT, we may consider using an individual behaviour plan to target the challenging behaviours displayed. We recognise that extreme behaviours and significant changes could trigger safeguarding concerns.

We believe in promoting pupils' sense of belonging within the classroom. Therefore, we recognise that pupils will not be sent out of the classroom unless they are seriously disturbing the learning of others and this should be for a short period in order to regulate their feelings.

It is imperative, for the success of individual behaviour plans, that everyone working with the pupil is made aware of the specific plan, including lunchtime staff. These plans will be reviewed half-termly and shared with all staff. For any staff member working closely with pupils who display challenging behaviour, there will be a child and adult risk assessment written to ensure the safety of pupils and staff. These will verbally be reviewed weekly by a member of SLT and formally reviewed half-termly and updated on the risk assessment.

We do all we can within our school to manage behaviour positively. However, there are times when the use of restrictive physical intervention including the use of force may be necessary to keep a child or children safe, or to maintain good order within the school. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents and carers on request.

Intervention techniques and support strategies commonly used by the school include:

- Individual Behaviour Management Plans.
- Behaviour Diaries.
- Time out strategies.
- Emotional Literacy Support.
- Lunchtime activities.
- Involvement of outside agencies (conducting observations, providing support and guidance to staff and families).

Behaviour Charts

These are to be set up, by the class teacher, if a child's behaviour causes concerns. The targets that the child is working towards to change their behaviour are to be recorded on the chart and agreed with the child. Guidelines for the use of either will be included on the front cover.

Guidelines:

- Behaviour for each lesson must be recorded.
- This may be in the form of a smiley face, tick or sticker if the behaviour has been good or appropriate.
- A discussion must take place with the child if behaviour targets are not met or broken

School Visits and Out of School Activities

At all stages of planning and preparation for an off-site visit, any child whose behaviour whilst at school or on previous visits gives cause for concern, may result in a specific risk assessment. Parents may be required to accompany the child on the visit. The teacher in charge of the visit reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

Consequences when there is a serious breach of the rules

The Headteacher may consider fixed period or permanent exclusion of a child following a serious breach of the rules. Exclusion may also be considered as a consequence of repeatedly breaching school behaviour rules after exhausting all other avenues of helping the child to change their behaviour and attitudes. If a child is excluded from school, the Local Authority Guidelines will be followed.

The school has a zero-tolerance approach to bullying.

Please see anti bullying policy for further details.

Date reviewed by Governors	September 2026
Review Date	September 2027 (Annually)
Person(s) Responsible for Implementation & Monitoring	The Governors and Head teacher have responsibility for monitoring this policy.