



# Linton CE Infant School

**Policy for:**

**Behaviour**

**Agreed by:** Curriculum and data committee

**Date:** November 2025

**Review Date:** November 2027

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# Linton CE Infants - Let Your Light Shine

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## Linton CE Infant School: Let Your Light Shine

The staff and governors at Linton C.E. Infant School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

Linton C.E Infant School has based its rules around the positive values we aim to teach. We are guided by our vision:

“We nurture our children’s individual needs in order to help them flourish in the Christian values of the fruits of the spirit outlined in the Bible verses from Galatians 5:22-23, in order to let their light shine, along with serving one another humbly and loving our neighbours as ourselves.”

### Adult’s role in supporting behaviour

Positive behaviour management should be preventive and not reactive. It relies on consistency, fairness and rules but sees teacher attitudes and teacher-pupil relationships as important precursors to intervention. We expect all staff at Linton CE Infant School to have a positive approach to behaviour management. Children will make wrong choices and mistakes from time to time and it’s the attitude by which we tackle these that gives rise to the appropriate outcome. We believe that all behaviour is communication and work to support children in understanding and resolving underlying feelings that are affecting behaviour.




Positive behaviour is encouraged by:

- The use of a quiet voice and a calm manner,
- Providing children with a quiet, reflection area
- Dialoguing every problem using our E4L script
- The use of Positive Praise
- Leading by example – being a positive role model for how to manage feelings and how to treat others.
- Offering meaningful rewards.
- Recognising small achievements
- Recognising everyone needs to be heard, empowerment
- Effective quality first teaching and learning
- Access to a differentiated curriculum
- Clear boundaries
- Using eye contact, smiling and positive body language.
- Good communication between home and school so that children can see that the key adults in their lives share a common aim
- Reinforce the values through our collective worship in school and at Church

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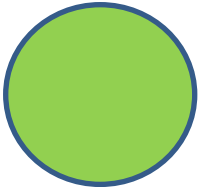
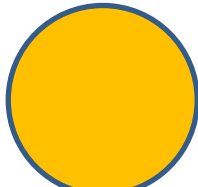
### Class Behaviour

At the start of the year each class will discuss their own class rules or promises. These will be positive and not a list of 'don'ts'. They will also agree on the traffic light behaviours and what is green, yellow or red behaviour. This may change as they go through the year and will vary according to class needs.

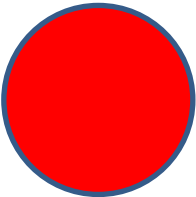
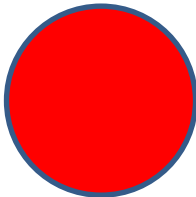
	I am ready to GO
	I need to THINK
	I need to STOP

### Rewards or Consequences

We understand that children will make mistakes and choose inappropriately and in order to prepare them for the real world there will be consequences to their actions. There are varying degrees of inappropriate behaviour, below the stages are described and the consequences of such behaviours explained.

	Examples	Rewards or Consequences	Lunchtime Rewards or Consequences
I am ready to GO 	Listening On task Being kind	You will get lots of praise from the adults you're working with. You may earn a Dojo point. You may be given a golden ticket. You may get a certificate in celebration assembly.	You will get lots of praise from the adults you're working with. You may earn a Dojo point. You may be given a golden ticket.
 I need to THINK	Shouting out Not getting on with work Being unkind	You will be reminded about 'Green' behaviour and have the chance to make the right choice You might be moved to another space in the classroom You might be asked to work with a different adult You might lose some playtime	You will be reminded about 'Green' behaviour and have the chance to make the right choice You might be moved to another table in the lunch hall. You might be asked to have a 5 minute time out with a lunch time supervisor. You might lose the chance to use the equipment

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 <p style="text-align: center;">I need to STOP</p>	<p>Ignoring an adult Hurting others</p>	<p>You might be asked to work in a different classroom. You may be sent to speak to the Headteacher. You will lose some play time or exploring time Your teacher will have to speak to your parents.</p>	<p>A lunchtime supervisor will speak to your teacher or the Headteacher.  You will lose some of your playtime.</p>
	<p>Repeated Red Behaviour</p>	<p>Your teacher will write a special plan to help you manage your behaviour. Your teacher will meet with your parents and other teachers. You may be excluded from your class or from the school for up to 3 days. If a number of incidents happen in the day, or something happens that is disrupting the learning of other children you may have to spend time with the Headteacher instead of being in class. This will be for the next full session or lesson. This will follow a discussion with everybody involved so that we can make the right decision for you, the class and the adults in school. External fixed term exclusion –</p> <ul style="list-style-type: none"> <li>• if someone else is in danger because of your behaviour or if you are not keeping yourself safe</li> <li>• if your behaviour is seriously disrupting learning across the school</li> <li>• if school equipment has been damaged</li> </ul> <p>You will not be allowed to be in school for the half day or days afterwards. (This could be up to three days). This decision will be made with everybody involved and discussed with your parents.</p>	

### De-escalation

When children are not responding to the usual behavioural expectations and the traffic light system, it will be necessary to use de-escalation strategies. These may be detailed on a child's Personal Plan/Risk Reduction Plan. The aim is to support the child in managing their emotions. Strategies will be specific to the child however they may include:

#### Key strategies:

- Encouraging children to take time out when they need to.
- Dialogue – say the feeling and the problem and make a plan.

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- Don't automatically talk to them, just being there and mirroring their body language lets them know that they are not alone.
- Change of face – swap with another adult
- Giving them a job to do out of class
- Giving them a job to do with you if the behaviour is to get your attention/to maintain contact with you
- Give either/or choices ... 'you need to be in the class or in the calm room'
- Get down to the child's level and speak increasingly more quietly
- Distraction

### **Exclusions**

This school promotes inclusion wherever possible. We reserve the right, however, to exclude pupils whose behaviour is a danger to others or who consistently break school rules. The school will follow County Guidelines in any case of exclusion and it will only be used as a final resort. Any decision to exclude will be made by the Headteacher or any member of the Senior Leadership Team in their absence.

Procedure for exclusion:

- Contact parents immediately by telephone
- Carry out the exclusion checklist
- Meet with parents to explain what has happened and why we must carry out an exclusion.
- Give parents written notification including the time and date of the reintegration meeting.
- Carry out a risk assessment with staff and create a Risk Management Plan ready for reintegration.

### **Physical Interventions**

In rare cases it may be necessary for staff to intervene physically to prevent pupils from hurting themselves; hurting others; or engaging in disruptive or damaging behaviour. All salaried staff involved in the supervision of pupils at Linton CE Infants School, or in their care whilst off the premises, are empowered by the Education and Inspections Act (2006) to use reasonable force in situations of significant breaches of school behaviour expectations. However physical intervention is only employed as a last resort and never as a punishment. For greater detail please refer to the school's Physical Intervention Policy.

### **Working with Parents**

At Linton CE Infant School the teachers will talk to you informally as the need arises, and we encourage you to do the same so we can work on things together, taking a proactive approach. We encourage parents to let the teaching staff know if anything is likely to affect a child's behaviour during the day and then we can meet the needs of the children and prevent any inappropriate choices.

### **As Parents/Carers we ask you:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that your child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of the behaviour policy.
- To be aware of the school rules and expectations.
- To make sure the child arrives at school on time.
- To ensure best possible attendance.

### **Bullying, Reporting and Recording Incidents**

Bullying is persistent, unwanted behaviour which a pupil finds offensive or intimidating. Any pupil who feels they are being bullied should be encouraged to speak with a trusted adult immediately. All incidents of

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suspected bullying will be fully investigated by the Senior Leadership Team. Any pupils found to be bullying should expect consequences and parents of all concerned would be contacted.

All racist incidents must be reported in writing to the Headteacher who will investigate the matter and complete the appropriate form to the LA and to governors. Racism is not tolerated at Linton CE Infant School. We believe that everyone has the right to be treated equally with respect and to feel safe and secure.

## **School support systems**

At Linton CE Infant school we pride ourselves on being an inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special education need and/or disability. This is in accordance with the SEN Code of Practice (2015). We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN Register. An individual behaviour plan and a Risk Reduction Plan will be established in consultation with the child and their parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include input from the school SENCo/referral to our Family Support Worker and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

## **Monitoring, Evaluation and Review**

This policy was agreed and formally adopted at the Governing Body meeting. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Appendix 1**

Non-negotiables for staff

- Model the School Values and their application in our professional duties.
- Engage with pupils at all times – be curious and interested in them as learners, individuals and part of teams within school and the wider community.
- Support all pupils throughout the day and in all contexts within the school.
- Embed behaviour for learning within the voice of your classrooms. Stakeholders must see it as part of learning.
- Be positive at all times.
- Provide additional time and nurture for identified pupils.
- Act efficiently and professionally when you need to involve others.
- Communicate with parents / carers as soon as possible to ensure honesty and transparency with regard to positive and challenging behaviour.
- Report any concerns about behaviour to the class teacher and / or a senior member of staff.
- As a team we are all responsible for ensuring our agreed expectations are met. Talk to a member of the senior leadership team if you are feeling anxious or stressed by a pupils behaviour and its impact on you or other pupils.