



# Lyne and Longcross C of E (Aided) Primary School

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## Behaviour for Learning Policy

Approved: **FGB**  
Review Due: **11.12.26**

*'Just as a body, has many parts, all its many parts form one body, so it is with Christ'*

*1 Corinthians 12 v 12*

## Our Vision Statement

Inspired by the relentlessly inclusive and loving example of Jesus Christ, our vision is to create a place of possibilities where children develop a lasting love of learning, where we recognise God has given us all special individual talents and strengths. Through working together as a community, children will be encouraged and nurtured to fulfil their God given potential.

## Our School Values

Through our theologically rooted Christian values of Faith, Courage and Respect, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

**Faith:** Believing in ourselves as learners.

**Courage:** Having the confidence to try new things.

**Respect:** Treating others as we wish to be treated ourselves.



*'Just as a body, has many parts, all its many parts form one body, so it is with Christ.'* 1 Corinthians 12 v 12

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## Introduction

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn effectively and develop as caring and responsible people. Every child has the right to learn and every child has the responsibility to respect the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. This depends upon trusting relationships and a process of co-operative teamwork. The school welcomes and encourages the involvement of the LA, the Diocese, governors, parents and carers and others in the community.

## **Aims**

- To ensure appropriate behaviour and language is used throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and support staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using an individual Behaviour Plan
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline

As a school, we aim to be as positive as possible with children about their behaviour and take a restorative approach to helping children consider their actions and what can be done or changed following an incident. However, we also feel it is our responsibility to help our children grow up recognising that there are consequences to our actions.

## **Responsibilities**

All members of the school community – teaching and support staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school

- working as a team, supporting and encouraging each other

## **Rewards**

As a school, we aim to be consistent in our approach to challenging negative behaviour and promoting, rewarding and recognising positive behaviours. We aim to be clear in our communication to children and to give them visual reminders of our collective expectations. Our school values shall form the basis of any discussion relating to behaviour.

## **Positive Reinforcement**

### **House Points:**

House Points are awarded to recognise positive behavioural choices, effort and achievement within classes, being helpful to others and a wide range of additional opportunities to recognise and reward children for making a positive contribution to the school. To ensure consistency throughout the school and by all adults, House Points are awarded one at a time.

House Points will be collected within each class using a token and jar system. This will act as a visual prompt for the children and help them to see how well their houses are doing. Each week, House Captains collate the total number of house points scored by each house and these are announced in our Celebration Assembly.

### **Whole class rewards:**

To reward the children for working collaboratively as a class, a class reward system where children can earn marbles for their marble jar (for a variety of achievements including good learning, good effort or being helpful) will be used throughout the school. When there are approximately 60 marbles in the jar, the class earns a treat.

### **Visiting SLT**

Children are sent to see a member of the SLT with a piece of good learning or for an act of particular kindness or helpfulness to acknowledge and reward their efforts.

### **Celebration Assembly**

Each Friday we have a special assembly where children receive certificates for different achievements in behaviour and in terms of social development. It is important that the children know they make us proud.

## Whole School Behaviour Management Approach

To help create a consistent approach to supporting behaviour across the school, we follow the 'Good to be Green' system in all classes. Reasonable adjustments will be made for pupils with SEND – teachers will consider this on an individual basis, in discussion with the SENCo where appropriate.



Each child in a class has a named space on the chart. Every day, each child starts the day on green. The aim for every child is to 'Stay on Green'.

### **'Stop and Think' card**

- Initial stages
- Given to remind of correct choices

### **'Warning' card**

- Given to alert of incorrect choices/behaviour
- Repeated inappropriate or distracting behaviour

### **'Consequence' card**

- Persistent inappropriate choices/behaviour
- Harming or hurting others
- Putting themselves or others at risk
- Damaging property
- Inappropriate or offensive language

Where there is a physical incident not deemed accidental or discriminatory language is used, a 'Consequence Card' will be issued regardless of where the child is on the behaviour chart (e.g. could move from green or blue straight to red). This is because we recognise the serious nature of these incidents and, whilst they may be rare, the school believes they should be responded to with a sanction.

In EYFS, behaviour will be managed in a way appropriate for their development. This will involve conversations in the moment with the children and 'time in' to reflect on choices. The 'Good to be Green' approach will be introduced over the year, at the discretion of the practitioner. Wherever possible, behaviour incidents will be responded to in the moment by a familiar adult.

Sanctions need to be timely, specific, logical and fair, and the list below outlines our steps, which are used with discretion and flexibility, depending on context. Sanctions should have a clear beginning and end, and a 'new start' can be given in each morning or afternoon, in line with our 'Good to be Green' system

### **Sanctions and Reflective Measures**

Once a sanction has been put in place, children will complete a reflective exercise in which they will work with a staff member to identify and reflect upon the behaviour that was not correct or needed changing.

#### **'Stop and Think' card**

- Blue 'Stop and Think' card is placed by child's name on the chart.
- Verbal Warning
- Moving Seat
- Short discussion with staff member

#### **'Warning' card**

- Yellow 'Warning Card' is issued and placed on the chart
  - Short reflection and discussion with an adult about why they need to change their behaviour choices.
- Time off break / lunch (5-10mins)
- Conversation with staff member to identify the behaviour that needs correcting/adjusting
- Verbally agreed next steps and actions

#### **'Consequence' card**

- Sent to a member of the Senior Leadership Team to discuss their behaviour.
- Logged on CPOMS and an appropriate consequence will be put in place
- Class teacher to notify parents
- Missing break or lunch
- Internal suspension for part of day<sup>i</sup>
- Fixed term suspension and formal letter issues to parents
- Permanent Exclusion
- Reflection sheet<sup>ii</sup> to be completed (differentiated for EYFS/KS1 and KS2)

### **Support Plans**

Where necessary and judged in consultation with the Senior Leadership Team to be a positive and necessary measure, an individual support plan will be put in place to help a child identify behaviours that need to be addressed and the sanctions that will be put in place as a result of negative behaviour. <sup>iii</sup>

## **In the Playground**

All staff on duty at playtime and lunchtime will follow the same behaviour system; 'Stay on Green'. Where a 'Consequence Card' is issued, the child should be asked to go and find (or accompanied by an adult if appropriate) to go and find their teacher and discuss the incident. Where a warning card is issued, they will place the card by their name on the class chart. This will act as a short 'time in' break away from the playground.

## **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of children's social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying Policy; a copy of which can be obtained from the school's website.

## **Parents and Outside Agencies**

In our small school where communications are good, staff promote frequent opportunities to discuss the welfare of the children in their care and any behaviour issues are identified quickly.

Any concerns about a child's behaviour will be discussed with parents, initially by the class teacher. The class teacher will meet with the parents to discuss the child's behaviour, possible causes and to agree next steps. Where poor behaviour choices continue following this meeting, the SENDCO (if appropriate) or a member of SLT will meet with the teacher and parents to discuss further steps. This may involve consulting with outside agencies.

## **Physical Intervention**

Restrictive Physical intervention should only be considered to avert injury or serious damage to self, others or property. It may also be used as part of an agreed risk assessment on named pupil. The use of any physical intervention should be recorded immediately.

Staff who may be expected to employ Restrictive Physical intervention as part of an agreed risk assessment on a named child will need to attend specialised training.

A separate Positive Touch Policy is in place to detail the occasions when it may be necessary to physically intervene for children both on a risk assessment and those without one.

## **Rules for Playground Equipment**

- Children are to use the equipment for its intended purpose and treat it respectfully. Children are to be warned individually for inappropriate use. For subsequent reminders, the equipment will be removed from the child.
- If there is general inappropriateness when using equipment, then this equipment is to be removed from all children and this information to be shared with the staff coming onto duty the next day to ensure consistency. Staff supervising on the playground should communicate with the class teacher regarding pupil behaviour and refer to SLT if the issue

involves a larger number of children. This is so that appropriate sanctions and changes can be made if required to ensure everyone is safe and respectful.

- Children are to be responsible for returning play equipment to the correct baskets. Adults are to be vigilant in ensuring equipment is not left lying around by the children. At lunchtime, the bell will be rung 10 minutes before the end of lunch to ensure that sufficient time is allocated to the returning of items used
- No children are allowed in the shed to collect equipment.
- Children in Year 2 and above can use the large "jungle gym" equipment. The trim trail equipment is for all year groups to use.

### **Expectations of behaviour at extra-curricular clubs**

We have high expectations of behaviour from the children who participate in our After School Clubs.

If children are not able to listen and respond appropriately so that the coach has to spend time disciplining them, it spoils the club for the other children taking part.

Any child who seriously misbehaves on two consecutive occasions over two weeks will unfortunately not be able to continue with the club. Parents who are not in agreement with this method of maintaining good levels of behaviour are asked not to sign their children up for clubs.

### **Trip Behaviour**

It is vital that all the children are kept safe, staying with their group and listening to the adults. Should children behave in an unacceptable way the following will be enforced:

- 1<sup>st</sup> warning verbal, explain to the child why their behaviour is unacceptable, remind them what will happen next if they continue
- 2<sup>nd</sup> warning – child to go with group leader
- 3<sup>rd</sup> warning – head teacher will be called

This sequence applies to all children – those accompanied by their parents and those not. School Staff rather than Parent Helpers give warnings.

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## **Suspensions and Permanent Exclusion**

As a school, we will follow government and local authority guidance on suspension and permanent exclusion. In rare circumstances, behaviour may be deemed so significant that it warrants a suspension or even permanent exclusion. Typically, a permanent exclusion is the outcome of a number of suspensions however on occasion, should the behaviour be so extreme, and then a permanent exclusion can be the consequence.

DfE and local authority guidance always underpins the decision-making process and actions. Further details regarding Local Authority and DfE policy and procedures for Suspensions and exclusions can be found here:

<https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>

<https://www.gov.uk/government/publications/school-exclusion>

When a serious breach of the behaviour policy occurs, the context in which it has happened will be considered. This means that a serious breach does not have a pre-determined outcome. When a serious breach of the policy is alleged, it will be looked into. A senior leader will take accounts of the incident and accounts may be from children and adults. The investigating member of staff will decide, whether the incident did take place as per the allegation and, if so, who was responsible. Parents/Carers will be informed and asked to support the school in challenging these challenging behaviours.

The reason/s to suspend might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Prejudice related abuse
- Sexual abuse or assault
- Serious damage to or destruction of property
- Theft
- Persistent disruptive behaviour and not following instructions which places the pupil's safety or the safety of others at risk
- Leaving the school site without appropriate permission

Suspensions may not be given for an unspecified period. For example, a suspension will last until a meeting can be arranged but must be of a fixed duration.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluding. A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted. The Headteacher has the authority to permanently exclude a pupil. However, this will be used as a last resort, in response to a serious breach, or persistent

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breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## KS2 Reflection Sheet

What were you feeling?

What happened?

|  |
|--|
|  |
|--|

What did you want?

|                    |  |                     |  |         |  |                    |  |
|--------------------|--|---------------------|--|---------|--|--------------------|--|
| Attention          |  | To cause a problem  |  | Control |  | To get out of work |  |
| Challenge an adult |  | To get even/revenge |  | Support |  | Other              |  |

Who did your actions affect?

|        |                |       |       |
|--------|----------------|-------|-------|
| Myself | Other Children | Staff | Other |
|--------|----------------|-------|-------|














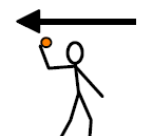
What could you have done instead?







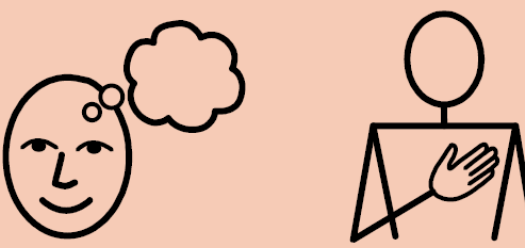





|                   |  |                   |  |                     |  |        |  |
|-------------------|--|-------------------|--|---------------------|--|--------|--|
| Take deep breaths |  | Move away         |  | Think calm thoughts |  | Ignore |  |
| Talk to an adult  |  | Do something else |  |                     |  |        |  |

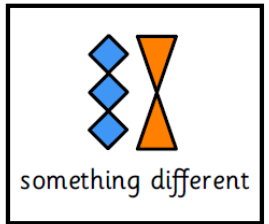
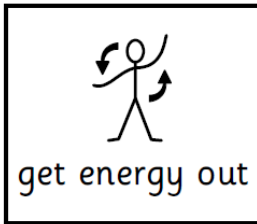
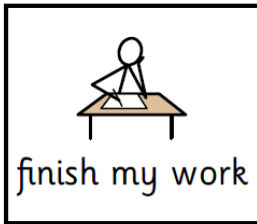
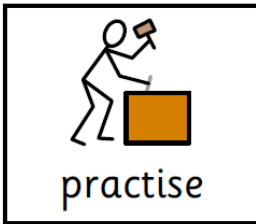
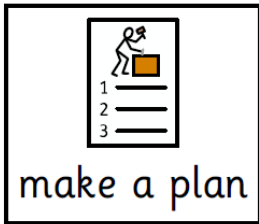
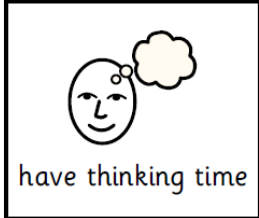
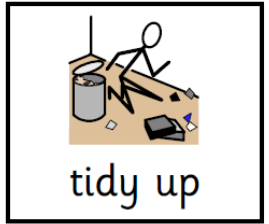
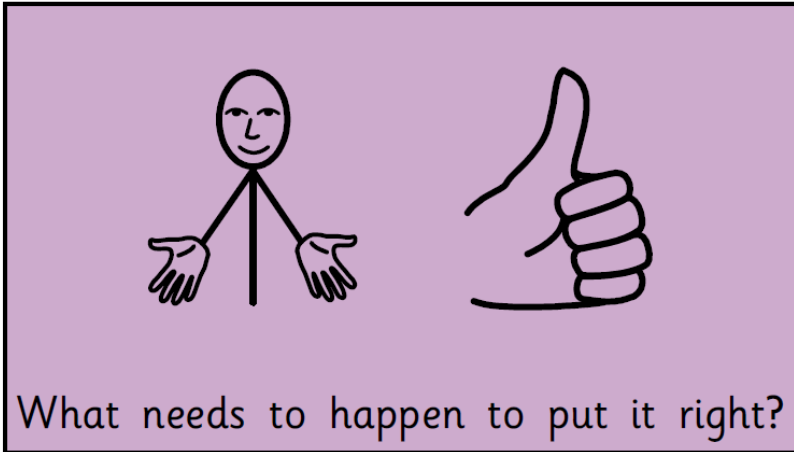
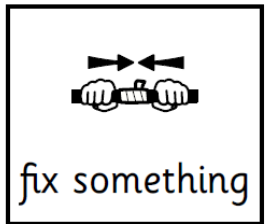
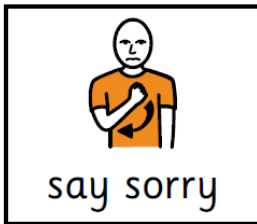
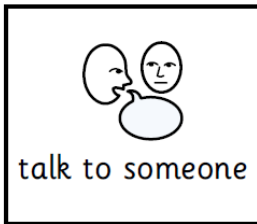
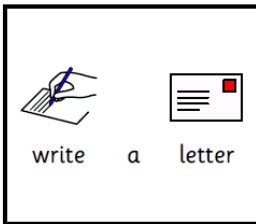
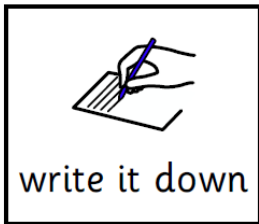
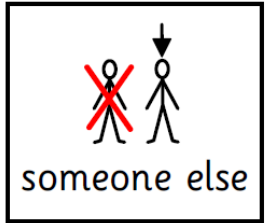
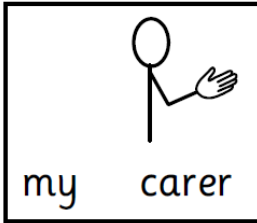
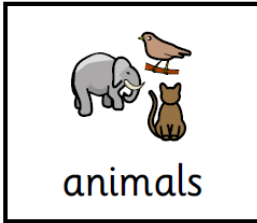
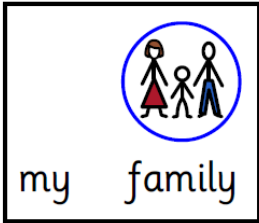
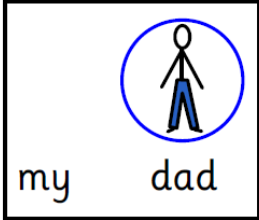
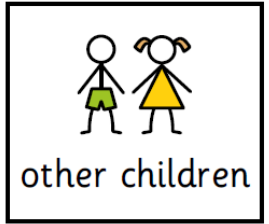
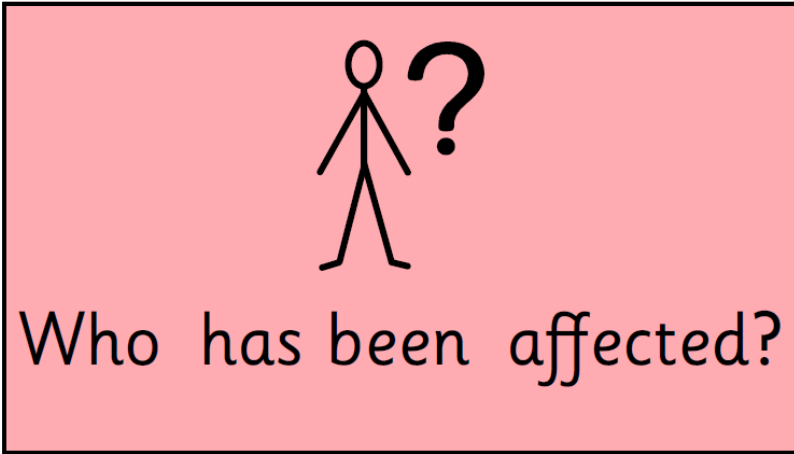
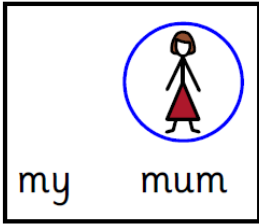
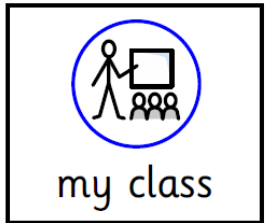
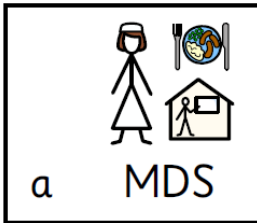
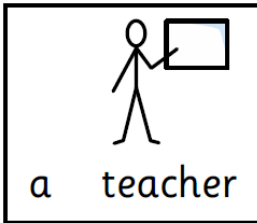
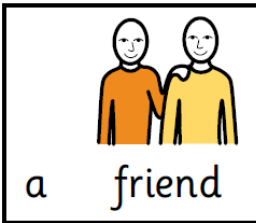
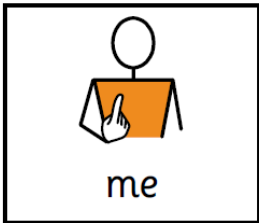
What have you learnt from the situation?

|  |
|--|
|  |
|--|

EYFS & KS1 Reflection Sheets


|  |   |   |   |  |
|--|---|---|---|--|
| <br>broke something     | <br>scribbled on something |  hurt an  adult |  hurt a  child | <br>was unsafe        |
| <br>took my clothes off | <br><b>What happened?</b>  |   |   | <br>wasn't respectful |
| <br>swore               |   |   |   | <br>wasn't ready      |
| <br>didn't listen      |   |   |   | <br>threw something    |

|  |   |   |  |   |
|--|---|---|--|---|
| <br>worried   | <br>fidgety                                    | <br>confused | <br>angry | <br>sad            |
| <br>irritated | <br><b>What were you thinking or feeling?</b> |   |  | <br>excited        |
| <br>giggly    |   |   |  | <br>distracted     |
| <br>silly     |   |   |  | <br>hungry / thirsty |




|  |  |   |  |   |
|--|--|---|--|---|
| <br>sad | <br>sorry | <br>guilty | <br>ashamed | <br>scared |
|--|--|---|--|---|


  
good




How do you feel now?

  
worried

  
happy


  
unsure

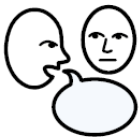
  
tired


  
calm


  
better


  
okay


  
something different


  
talk to an adult

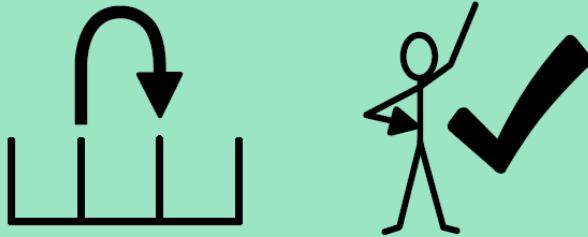
  
ask to go outside

  
go to a calm space

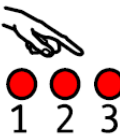
  
go for a run


  
get a fidget toy


  
physical checklist




Next time I could...

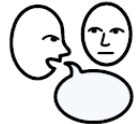
  
count to 10

  
play with someone else


  
walk away

  
ask for help

  
take deep breaths

  
tell someone how I feel

  
have a drink

  
something different

|  |   |   |  |  |
|--|---|---|--|--|
|  <p>to talk to an adult</p>       |  <p>to go outside</p>  |  <p>to go to a calm space</p>      |  <p>to go for a run</p> |  <p>to get a fidget toy</p> |
|  <p>my physical checklist</p>     |   <p>I need...</p> |   |  |  <p>to count to 10</p>      |
|  <p>to play with someone else</p> |   |   |  |  <p>to walk away</p>        |
|  <p>help</p>                      |  <p>to take deep breaths</p>   |  <p>to tell someone how I feel</p> |  <p>to have a drink</p> |  <p>something different</p> |

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iii **EYFS/ KS1 Behaviour Contract/Plan**

I, \_\_\_\_\_ agree to try to make the following changes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I understand that if I show unexpected behaviours, the consequence will be that I will:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I understand that if I show expected behaviours for \_\_\_\_\_, I will be able to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_ **Behaviours I can choose to change**

✗ Shouting out

★ Listening quietly

✗ Throwing/ kicking/ punching school property

★ Being respectful of school property

✗ Refusing to do work when it is difficult

★ Asking for help

✗ Talking over others/ getting cross that the teacher is helping someone else

★ Being patient

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✗ Keeping resources all to yourself

★ Sharing resources

✗ Being unsafe

★ Make safe choices

✗ Not showing you have given something a go

★ Give the work a try

✗ Ignore/ refuse adult instructions

★ Listen to adult instructions

✗

★

✗

★

✗

★

✗

★

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**Lyne and Longcross  
C of E (Aided) Primary School with Nursery and Forest School**



Lyne Lane, Lyne, Near Chertsey, Surrey, KT16 0AJ  
01932 872327  
[info@lyne.surrey.sch.uk](mailto:info@lyne.surrey.sch.uk)

**Headteacher; Mr Chris Haxell PGCE, BSc (Hons), NPQH**

*“Faith, Courage, Respect”*

*KS2 Behaviour Contract/Plan*

*Following your recent admission of failing to adhere to our school values on multiple occasions, you agreed to help sign and adhere to a behaviour contract developed to help you reflect upon your behaviour and consider the choices you wish to make. This contract is a formal, confidential contract agreed between pupil, parent/carer, class teacher and Key Stage Leader and has been designed to give you the best possible opportunity to make a more positive contribution within the school.*

**As a member of Lyne and Longcross C of E (A) Primary School, I do hereby agree to the conditions of the behaviour contract as presented below. I promise to uphold the values of the school at all times and do my absolute best to adhere to the rules on a consistent basis. I understand that these conditions have been put in place because of the poor choices I have made recently and that I have an opportunity to make good choices. By making better choices and adhering to these conditions, I will be in a much better position to reach my full potential whilst a pupil here at Lyne and Longcross. I understand that by making good choices and meeting the conditions of the contract will result in positive feedback and rewards. However, I also understand that not meeting these conditions will result in receiving an appropriate consequence. The contract will be reviewed on a weekly basis until such time as all parties agree that the contract is no longer necessary.**

*It is my solemn hope that you, as the pupil, take this positive opportunity to work alongside the staff at Lyne and Longcross to ensure you are contributing to a safer, more welcoming school environment for all.*

I, \_\_\_\_\_ agree to try to make the following changes:

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

I understand that if I show unexpected behaviours, the consequence will be that I will:

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

---

I understand that if I show expected behaviours for \_\_\_\_\_, I will be able to:

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Pupil.....

Parent / Guardian.....

Class Teacher.....

Key Stage Leader.....

Date.....

## **Behaviours I can choose to change**

✗ Shouting out

★ Listening quietly

✗ Throwing/ kicking/  
punching school property

★ Being respectful of school  
property

✗ Refusing to do work when  
it is difficult

★ Asking for help

✗ Talking over others/  
getting cross that the  
teacher is helping someone  
else

★ Being patient

✗ Using inappropriate  
language

★ Sharing resources

✗ Being unsafe

★ Make safe choices

✗ Not showing you have  
given something a go

★ Give the work a try

**✗** Ignore/ refuse adult instructions

**★** Listen to adult instructions

Behaviour Report Card  
Week Beginning:

Name:  
Class:

Targets:  
1 –  
2 –

Week      1      2      3      \_\_\_\_ (Please circle)

|                  | Morning | Break | Morning 2 | Lunch | Afternoon 1 | Afternoon 2 |
|------------------|---------|-------|-----------|-------|-------------|-------------|
| <b>Monday</b>    |         |       |           |       |             |             |
| <b>Tuesday</b>   |         |       |           |       |             |             |
| <b>Wednesday</b> |         |       |           |       |             |             |
| <b>Thursday</b>  |         |       |           |       |             |             |
| <b>Friday</b>    |         |       |           |       |             |             |

|                  |   |
|------------------|---|
| Signed (teacher) | Each session<br>✓Target Achieved<br>✗Target Not Achieved<br>☺Target Exceeded<br>2025/26 |
| Signed (child)   |   |
| Signed (parent)  |   |

|  |  |
|--|--|
|  |  |
|--|--|