



Lindridge St Lawrence CE VA Primary School and Nursery
Positive Behaviour Strategy 2025

Policy statement

Lindridge St Lawrence CE VA Primary School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. This policy is designed to help staff to understand and practice our approach so that we can work together with parents in the best interest of the children. We have a consistent approach to behaviour across the school and make boundaries of acceptable behaviour clear to ensure safety of all children and adults.

At Lindridge St Lawrence CE VA Primary School and Nursery we want to make sure that children are happy. As a school we are committed to a positive approach towards all aspects of the children's learning and development.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To focus on learner's positive behaviour rather than to give attention and importance to poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, patience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce high standards of behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

We recognise that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach comes from the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

We do use four key approaches in which all staff have received a range of training.

 **Restorative Practice**

This approach encourages accountability through dialogue and reflection rather than punishment.

- Focus: Repairing harm and restoring relationships.
- Tools: Restorative circles, peer mediation, reflective conversations.
- Benefits: Builds empathy, reduces repeat incidents, strengthens community.

 **Trauma-Informed Practice**

Recognizes that behaviour may stem from adverse experiences and aims to respond with compassion.

- Focus: Safety, trust, empowerment.
- Tools: Staff training on trauma, predictable routines, emotional regulation strategies.



- Benefits: Reduces escalation, supports vulnerable pupils, improves wellbeing.

👉 Relational Behaviour Management

Prioritizes strong teacher-student relationships as the foundation for positive behaviour.

- Focus: Connection before correction.
- Tools: Consistent communication, positive reinforcement, co-regulation.
- Benefits: Encourages mutual respect, improves engagement, lowers exclusions.

🧠 Emotion Coaching

Helps children understand and manage their emotions as a pathway to better behaviour.

- Focus: Teaching emotional literacy.
- Tools: Naming emotions, validating feelings, guiding problem-solving.
- Benefits: Builds resilience, reduces reactive behaviour, supports mental health.

All staff will...

1. Meet and greet children at the door to welcome them into the classroom
2. Refer to **'Ready, Respectful, Safe'** as the three school rules
3. Plan lessons that engage, challenge and meet the needs of all learners, modelling positive behaviours and building purposeful supportive relationships
4. Be calm and give 'take up time' when going through the steps.
5. Use range of strategies to prevent negative behaviour before having to use a consequence
6. Follow up every time, retain ownership and engage in reflective dialogue with learners
7. Never ignore or walk past learners who are behaving badly
8. Give positive messages to parents about children's behaviour
9. Work closely with parents to plan appropriate behaviour support strategies for their child
10. Ensure that each lesson and day starts with a fresh start.

Recognition and rewards for effort

Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. We also recognise and reward learners who go 'over and above' our standards.

Rewards include:

- *Celebrating achievement with certificates in Achievers Collective Worship weekly*
- *Achievers certificates celebrated on Class Dojo*
- *Celebrating achievement in Praise Collective Worship Half Termly in Church*
- *Phone calls home to parents, positive comments on the door/gate, positive notes to parents*
- *Positive comments when marking children's work, or giving positive verbal feedback*
- *'Ready Respectful Safe' acknowledgements*
- *Sharing good work and good behaviour with other members of the school community, Class Dojo*
- *Stickers and 'dips in the tin' in classes*
- *Giving special responsibilities; recognition, sports leaders, peer mentors, playground pals*
- *Whole House Term Half Termly Treats; afternoon tea, own clothes day, forest school day or movie afternoon*
- *Treats with the headteacher (e.g. hot chocolate)*



Managing behaviour in classrooms

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. We recognise that although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps will always be gone through with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour they want to see which has a positive impact on other children.

In the case of unwanted disruption in classes, behaviours are tackled discretely and following clear steps. All learners must be given 'take up time' in between steps.

Serious Behaviours

At Lindridge Primary School and Nursery we have a **relational or restorative approach**. These models focus on understanding the root causes of behaviour, building trust, and fostering emotional growth rather than relying on strict punishment.

Serious breaches of our positive behaviour expectations include

- Hurting (physical/ verbal) including Bullying
- Damaging (including behaviour where they are risking safety of themselves or others)
- Disruptive behaviour affecting the learning of themselves and others (including refusal to work/ co-operate)

When a child displays one of these behaviours, the head teacher could be involved. The child's consequence will depend on their action and will take them out of the classroom/ off the playground for a period of time until they are felt to be 'ready, respectful or safe' to return. Parents will be informed.

There will also need to be time for reparation planned in before the child can return to class.

Occasionally, for children who might not respond to the usual levels of consequence or whose behaviour is more extreme, an individual 'pastoral support plan' will be drawn up with parents to help the child to understand what is expected of them and to help the child to behave well. There is no place in our school for violence, harassment, bullying, vandalism, rudeness to adults or bad language. Tackling these behaviours will be done in partnership with parents because we find a strong home/school partnership is extremely beneficial for the child.

Extreme behaviours may lead to fixed term suspension.

The school will work closely with external agencies who may be supporting children and their families with additional needs which may include behaviour support and social, emotional and mental health needs. We hope that the families in our school community recognise, empathise and understand the challenges this can present for children, their families and those in the school environment.

The Restorative Conversation:

Restorative conversations at Lindridge St Lawrence CE VA Primary School are a core part of repairing damage to trust between staff and learners. Staff will choose from various questions when undertaking restorative work.

What's happened?

What was each person thinking?

Who feels harmed and why?

What has each person thought since?

What behaviours will each of us show next time?

Discovering life in all its fullness. John 10:10
● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●



Reaffirming their commitment to building a trusting relationship.

Staff will take responsibility for leading conversations; the head teacher will support when requested.

Approved by Head teacher

Date- **Tuesday 9th September 2025**

Approved by Chair of governors

Date- **Tuesday 9th September 2025**

Last reviewed and updated- Tuesday 2nd September 2025

Next review due- **9th September 2026**