

Policy title	Good Behaviour Policy
Written by	Vice Principal
Policy owner	Principal

Status	Finalised
Summary of change	Updated information relating to new Multi-Academy Trust (HET)

Approval date	September 2025
Approval authority	Principal
Review date	September 2026

Good Behaviour Policy 2025-2026

Statement of Belief

At Lindfield Primary we believe that:

There are 3 main expectations for all adults and children to follow that will allow us all to thrive:

To be

Ready, Respectful and Safe

At Lindfield Primary Academy, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe, secure and valued.

This Good Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Behaviour management is the responsibility of all staff at Lindfield and this policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We recognise that good behaviour is paramount in ensuring children achieve their best and that poor behaviour choices are often a response to other underlying issues or concerns a child has.

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations, we promote strong relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

Aims of the Policy

- To create a culture of exceptionally good behaviour: Ready For Learning and Ready For Life
- To ensure all children are treated fairly and shown respect
- To promote good relationships
- To promote self-respect and respect for others
- To use “affective language” which encourages the learner to engage positively and understand the impact of their behaviour.
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure children understand that sanctions will be taken if our expectations are not met
- To celebrate good behaviour

Our Qualities

Our academy qualities of Perseverance Pirate, Independent I, Super Celebration, Respect Ranger, Emperor of Enthusiasm, Star of Success, Teamwork Twin and Unique Octo apply throughout the day and within every area of academy life. Alongside Ready, Respectful and Safe they form our code of good behaviour. Children and staff have worked together to identify how, as a community, we demonstrate our qualities.

The Five Principles at Lindfield

Consistent, calm
adult behaviour

First attention
to best conduct

Relentless
routines

Scripting difficult
conversations

Restorative
follow up

The Behaviour Blueprint

All staff follow the Behaviour Blueprint in order to manage behaviour consistently across the academy (Appendix 1)



The poster is titled 'Lindfield Primary Academy Behaviour Blueprint' and features the school's logo. It is divided into several sections:

- Adult Consistencies at Lindfield:** Consistent, calm and controlled at all times. Refer to Ready Respectful Safe. Give first attention to best conduct. Be relentlessly positive. Plan lessons that engage, challenge and meet the needs of all learners. Model positive behaviours and build trusting relationships by catching the children being the best they can be. Never ignore or walk past learners who are making the wrong choice. Have clear routines to ensure that the children feel safe.
- Our Rules:** We are ready, We are respectful, We are safe.
- Relentless Routines:** Wonderful walking, Legendary lining up, Eyes on me, Hand signal for stop.
- Over and Above:** Kindness, Values, Effort, Initiative.
- Stepped Sanctions - in private:** Numerous 'drive bys' to have taken place before stepped sanctions. 1. Reminder of rule, 2. Warning, 3. Last chance (using microscript), 4. Time out, 5. Restorative conversation.
- Restorative Questions:** 1. What has happened?, 2. What were you thinking at the time?, 3. Who has been affected by the actions?, 4. How have they been affected?, 5. What needs to be done to make things right?, 6. How can we do things differently in the future?
- Over and Above Recognition:** Praise—doubling up praise—another adult, Specific praise and values sticker, House Point, Postcard, Phone call home, Recognition board/display.
- Microscripts:** I've noticed that you are..... Refer to the Zones At Lindfield you know that we are ready, respectful, safe. Can you remember when I phoned home/yesterday when you..... and how that made you feel? (previous positive behavior) I expect you to..... Thank you for listening. (give take up time)

At the bottom, there are seven circular icons representing different zones: 'Zones in readiness', 'Housepoint praise', 'Over and Above', 'Microscript', 'Compliment', 'Over and Above', and 'Zone in service'.

We expect every adult to:

1. **Meet and greet** at the door
2. Refer to **'Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships
4. Give **first** attention to best conduct
5. **Plan** lessons that engage, challenge and meet the needs of all learners
6. Use a **visible recognition** mechanism throughout every lesson (e.g. Recognition boards)
7. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions
8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners
9. **Never ignore** or walk past learners who are making the wrong choice
10. **Praise** the behaviour they want to see in the classroom
11. Develop **relentless routines** in their classrooms; this enables learners to understand the expectations (e.g. legendary lining up)


Setting the Scene at the Start of the Year

At the beginning of each academic year the Good Behaviour Code of **Ready Respectful Safe** is revisited and discussed (Appendix 2). Alongside this, children also revisit our SMART **E-safety code** (Appendix 3).


Learning Behaviour reminders are displayed in the classroom (Appendix 4 - Noise Level Indicator). All children are aware of who to speak to if they have a problem in the playground or in the classroom.

Zones of Regulation are used to help develop children's ability to be in the best possible place for learning by learning to self-regulate; identifying their emotional states and finding strategies to manage their emotions independently,

building resilience and self-awareness. This may be further supported by our Learning Mentor. Each class has a Regulation Station set up in a quiet calm space for children to use.



Good Behaviour Code



Ready








We arrive at school on time
We are ready to learn
We are prepared and have the right equipment for our lessons
We show that we are listening
We focus well in our lessons
We try hard and do our best

Respectful





We listen when others speak
We are kind and polite
We treat others as we want to be treated
We respect difference
We are positive role models
We are good friends
We respect the property of our friends and the academy

Safe

We move around the school in a safe manner – wonderful walking
We demonstrate legendary lining up
We follow instructions to keep safe
We use equipment safely and correctly
We stay safe online
We recognise when we are in the red/yellow zone

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

COPYRIGHT - JULIA WISWART, OCCUPATIONAL THERAPIST

Recognition and Rewards for Effort

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

Positive rewards include positive messages home for behaviour that is ‘over and above’. This may take the form of a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules alongside our academy qualities on a daily basis will be acknowledged with achieving an over and above reward.

For identified children, this will take the form of a 'drive by' from a member of the Senior Leadership Team to congratulate and hand over a special sticker. All these children will be listed in the newsletter as excellent role models for others.

Other rewards and recognition of achievement may include:

- Specific praise
- Formative feedback in children’s books; a Star of Success – something to celebrate
- Showing good work to another member of staff
- Celebration of achievements (in and out of school) with class or in assembly
- House points – bronze, silver and gold award
- Certificates presented in Celebration Assemblies
- Quality stickers and smiley faces
- Postcard home
- Phone call home
- Face to Face chat with parents – Ready Respectful Safe
- Termly Super Celebration assemblies
- Whole Class rewards

Practical steps in managing and modifying poor behaviour

Learners are responsible for their behaviour choices. Staff will deal with behaviour incidents as they arise without delegating so that it can be dealt with quickly and effectively. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Each classroom will have the steps displayed alongside the recognition steps (Appendix 5)

Sanctions/Steps

Steps	Action
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction (fly-bys have taken place). A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. “stop, think,make the right choice” “think carefully about your next step”
3) Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second microscript intervention: <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. Refer to the zones here. • At Lindfield we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • I expect you toThat is who I need to see today... • Thank you for listening... then give the child some 'take up' time.

	<p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS and move to Stage 4 Time Out.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4) Time out	<p>Time out might be a short time in a different part of the classroom or playground. Time out may require time away from the classroom in another class/with a TA or in a calm space. This is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5) Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What has happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected by the actions? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Think Sheets – (Appendix 6 and Appendix 7)</p>
Consequences	
Communication with parent/ carer	<p>Staff will always communicate with parents as soon as behaviour choices start to impact on learning to see what can be done to support. If incidents require ‘time out’ outside the classroom or missed playtimes, the teacher must inform parents. This must be recorded on CPOMS. Loss of privilege will also be considered should such behaviour incidents be a cause for concern e.g. school clubs, trips and school responsibilities although these will be considered as a ‘last resort’ after supportive strategies have been exhausted.</p> <p>Imposition will be given if needed (An imposition is the missed work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them, not the teacher)</p>
A formal meeting between class teacher parents/carers	<p>If a child has three or more incidents in a week (or regular incidents) that require a time out outside the classroom, missed playtimes or a reflection meeting with SLT, a formal parents/carers meeting will be arranged. This must also be recorded on CPOMS. Loss of privilege will also be considered should such behaviour incidents be a cause for concern e.g. school clubs, trips and school responsibilities although these will be considered as a ‘last resort’ after supportive strategies have been exhausted.</p>
Behaviour Plan	<p>The teacher may need to create a ‘behaviour log’ to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school. Parents will be invited in to be involved in ongoing dialogues. A Behaviour Risk Assessment may be required alongside a Behaviour contract with the child.</p> <p>If the behaviours continue or escalate following this meeting, a behaviour plan will be put in place, in discussion with the Inclusion Lead, SLT, pupil and parents/carers. At this point, the social, emotional and mental health of the child would be supported through our academy SEND offer.</p>
Suspension	<p>A serious breach may lead to a fixed term suspension.</p>

Ongoing Incidents/Vulnerable Children

Some children may have specific difficulties with behaviour in the same way as children have difficulties in learning in other areas of the curriculum. Once these have been identified, advice and support is sought from the Inclusion Lead and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success.

Preparation for life beyond primary school is an essential part of our role and it is important, therefore, that SEND is viewed as a communication of need, rather than an excuse – we aim to build personal responsibility within all of our pupils.

Key staff work with the Inclusion Lead to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through 'Assess, Plan, Do, Review', which is a working document and is updated as necessary. Where needed, an individual risk assessment and behaviour contract are also developed. The Academy aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance.

Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs. In these exceptional circumstances the academy will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the Inclusion Team) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the academy, as well as daily feedback to the child regarding Behaviour programmes or modification strategies, may be established in consultation with the Inclusion Lead, Learning Mentor or external agencies, together with parents/carers.

Defiance

Outright refusal by a pupil to comply with the school behaviour policy is, in itself, serious. It undermines the credibility of the staff involved and the Academy's established routines. If a child refuses a direct instruction by a senior member of staff, that child's parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child's behaviour and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.

Child on Child Abuse

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Lindfield Primary Academy's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Internal Exclusion

The Principal may consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom with a TA.

Fixed Term Suspension and Permanent Exclusions

As a result of more serious incidents, the Principal may find it necessary to give a pupil a fixed-term suspension for a set period of time, up to maximum of 45 days in one academic year. Following this term, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward.

In consultation with the parents / carers, the Inclusion Lead may now explore a phased reintegration or the future needs of the pupil. A decision to suspend a pupil will be taken in response to a serious breach of the academy's behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Once the decision is taken, the Principal will inform the Chair of the Governing Body.

A decision to exclude a child permanently is a serious one. It can be for a serious 'one off' incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. Please refer to the University of Brighton Academies Policy on Exclusions. All decisions to exclude a pupil will be lawful, reasonable and fair.

Preventing Bullying Policy

The Academy does not tolerate bullying of any kind (see the Preventing Bullying policy for our definition of what constitutes bullying). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

In the Playground

Supervisors will use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively e.g. inviting the child to walk around with them to calm down or gently reminding children who are beginning to play roughly, to play kindly. Some children who find playtimes too difficult to manage may attend Lunch Club for part of their playtimes.

Steps to be taken when playground behaviour becomes unacceptable:

- Reminder - play and/or speak kindly – refer to **Ready Respectful Safe**
- Redirection or Warning - Invited to walk round with an adult, talking positively to them about good choices
- Time Out - Given time out for calming down
- Restorative Conversation and complete a **Think Sheet**

School Council /Peer Mediators

Our School Council, which has elected class representatives from Years 2 to 6, are encouraged to raise any behaviour/bullying concerns with the school and help formulate strategies to solve issues that may arise. The School Council representatives are given dedicated time with their classmates to consult before and feedback after meetings. Peer Mediators are selected to support our Behaviour Code of Ready Respectful Safe at playtimes and during transitions.

Pupils' conduct outside the school gates

The Good Behaviour Code and associated sanctions identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any academy-organised or academy related activity.

Where a child's behaviour has breached the Academy expectations, the Academy will need to consider whether a child's participation in trips, cultural, sporting events and clubs is possible. If the Academy deems that child's behaviour has been sufficiently serious, it reserves the right to withdraw children from trips, on-site workshops, celebrations, participation in sporting events & clubs. In particular, representing the Academy on a sporting team is considered to be a privilege and children will not be allowed to take part if their behaviour in the period leading to the event makes this inappropriate.

Behaviour management and discipline in schools, what the law says:

- Government guidance (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehaviour. School behaviour policies should include: “High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.”
- Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to:
 - A verbal reprimand
 - The setting of written tasks as sanctions, such as an account of their behaviour
 - Loss of privileges – for instance the loss of a prized responsibility
 - Detention including during a lunch-time, after school and at weekends
 - School based community service or imposition of a task – such as tidying a classroom
 - Scheduled uniform and other behaviour checks
 - Being placed “on report” for behaviour monitoring
- In more extreme cases schools may use temporary suspension or permanent exclusion.

Searching, Screening and Confiscation

At Lindfield Primary Academy we want to ensure that all children, staff and visitors are safe from harm and threats of harm. Expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of, any person (including the pupil)
- an article specified in regulations
- tobacco and cigarette papers
- fireworks
- pornographic images

Accusations Made Against Academy Staff

The academy procedures for managing allegations against people who work with children are outlined in our Child Protection and Safeguarding Policy. The Principal or SLT member will act as the case manager for investigations of allegations about members of academy staff and liaise with the Trust and the Local Authority Designated Officer (LADO).

If a concern is raised regarding the Principal, The CEO of Hurst Education Trust (Mr Tim Manly) will be informed.

The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- The HR Department will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation’s occupational health or employee welfare arrangements.

- The person, who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, S47 or disciplinary investigation.

Where a child is found to have made a malicious accusation against a member of staff, this will be dealt with using an appropriate sanction (as deemed necessary by the Principal) in line with our sanctions procedures, or by exclusion if appropriate.

Restrictive Physical Intervention

Occasionally, it may become necessary for a trained adult to use positive handling as a last resort to ensure the child and other children are safe. These incidents are logged in the Bound and Numbered Book in the Vice Principal's office and are also logged on CPOMS. Parents and carers will always be informed when this measure is used.

Engagement of Governors

Termly reports are sent to the Governing Body and there is always an open forum for follow-up questions about the policy or its implementation at the academy. Behaviour incidents are categorized and therefore trends are noted and addressed across all classes. This also includes reference to any online incidents. Pupil and parent voice surveys include questions related to behaviour for governors to also analyse and question further.

Lindfield Primary Academy Child Protection Statement

Lindfield Primary Academy and the Governing Body take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; to work together with other agencies to ensure adequate arrangements within our academy to identify, assess and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.