



Lindfield Primary Academy Behaviour Blueprint



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. (high expectations for all)

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. We recognise the 'over and above'

Never ignore or walk past learners who are making the wrong choice.

Have clear routines to ensure that the children feel safe. These include:

- Greeting children at the door when they arrive at the classroom each day.
- Use hand signals for stop and countdowns to gain attention.
- Have clear expectations for lining up and transitions.

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)

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





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



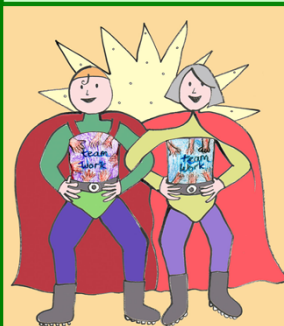
PERSEVERANCE PIRATE



INDEPENDENT I



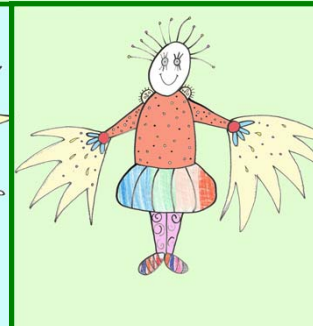
EMPEROR OF ENTHUSIASM



TEAMWORK TWINS



STAR OF SUCCESS



SUPER CELEBRATION



RESPECT RANGER

Voice Levels

0

Silence is Golden

Absolute silence.
No one is talking.

1

Spy Talk

Whispering.
Only 1 person can hear you.

2

Low Flow

Small group work.
Only the group can hear

3

Formal Normal

Normal conversation voice.

4

Loud Crowd

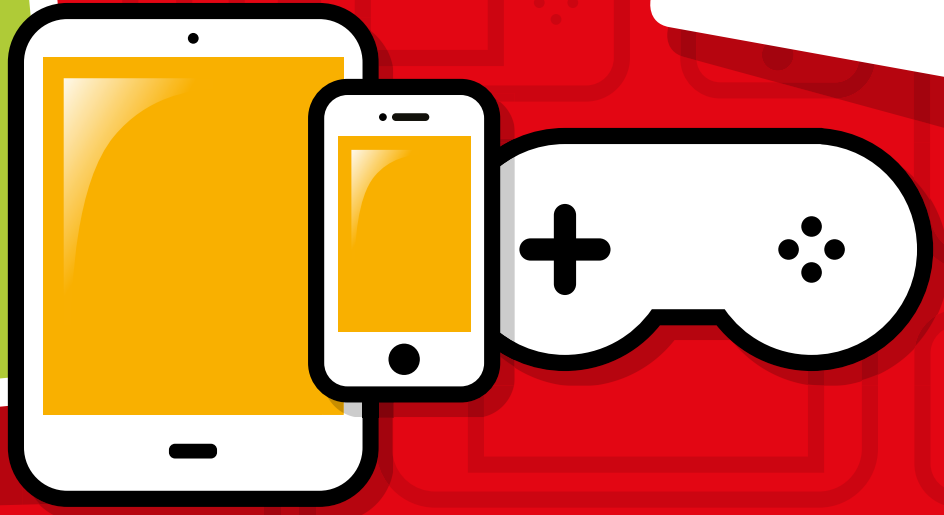
Presenting voice.
Everyone can hear you.

5

Out of Control

Playground voice.
Never used inside.

BE SMART ONLINE



S

SAFE

Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.



M

MEET

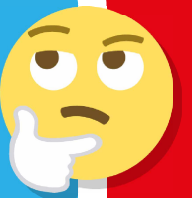
Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk



A

ACCEPTING

Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.



R

RELIABLE

You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.



T

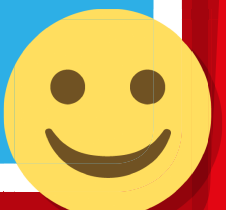
TELL

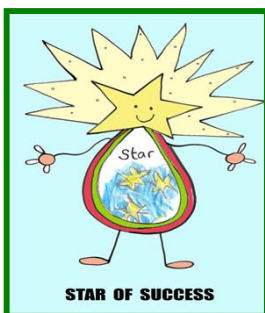
Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk



BE SMART WITH A HEART

Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.





Behaviour at Lindfield

Recognition

1. Specific praise from a teacher or teaching assistant.
2. A sticker and/or house point.
3. Name on the Recognition Board.
4. A Super Celebration – a postcard or message home.
5. Over and Above Award.

Stepped Sanctions

1. Redirection or reminder.
2. A warning or caution with consequence.
3. Last chance. (using microscript)
4. Time out.
5. Restorative conversation.

Time to make a
good choice



Think Sheet

Name

Date

What has happened? Draw or write here:

What were you thinking about at the time?

Circle the zone character that shows how you were feeling.



Who has been affected by the actions?

How have they been affected by these actions?

Draw or write what needs to be done to make things right?

How can we do things differently in future?

Being ready to learn ☐

Being respectful ☐

Acting in a safe way ☐



Think Sheet

Name

Date

What has happened?

What were you thinking about at the time?

What zone were you in at the time?



Who has been affected by the actions?

How have they been affected by these actions?

I chose to ignore the following school behaviour rules:

- Being ready to learn ☐
- Being respectful ☐
- Acting in a safe way ☐

What needs to be done to make things right?

How can we do things differently in future?

Adapted DfE Risk Assessment Blank Pro Forma

This pro forma has been adapted from the DfE Pro Forma on the DfE website

School:

Pupil:

Class Teacher:

L.S.A:

Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Agreed Behaviour Management Plan and School Risk Management Strategy

Focus of Measures	Signs	Interventions
Proactive intervention to prevent risk	<ul style="list-style-type: none"> N/A for this stage. 	<ul style="list-style-type: none"> <p>Things to avoid:</p>

Adapted DfE Risk Assessment Blank Pro Forma

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Adapted DfE Risk Assessment Blank Pro Forma

Reactive interventions to respond to adverse outcomes	Stage 3 •	Stage 3 •
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Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:
	•	

Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed:

Signatures.....

Date:

Adapted DfE Risk Assessment Blank Pro Forma

Evaluation of Behaviour Management Plan and School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Date: