

Linden Primary School

Positive Behaviour Policy



Status

Statutory X

Recommended ☐

Good Practice ☐

This Policy and Guidance takes into consideration DfE guidance:

Keeping Children safe in education (2026)

Behaviour in Schools (updated February 2024)

Use of Restrictive Intervention, including the use of reasonable force, in schools (April 2026)

School Standards and Framework Act (1998)

Education Act (2002)

Education and Inspections Act (2006)

Equality Act (2010)

Education Act (2011)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

Consultation

Staff, governors and parents as appropriate

Links with other policies

Safeguarding Policy

Complaints Policy

Anti-Bullying & Hate Policy (pupils)

Use of restrictive interventions policy (including reasonable force and seclusion)

Whistleblowing Policy

SEND Policy

Inclusion Policy

Exclusions Policy

Monitoring and Evaluation

Annually X

Every 3 years ☐

Other ☐ _____

Headteacher X

Governing Body ☐

Other ☐ _____

Dates

Original Implementation January 2020

Reviewed July 2026

Next review July 2027

Positive Behaviour Policy

Aims and Values

Linden Primary 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 positive behaviour policy guides staff to teach self-discipline and intrinsic motivation and echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that supports staff and pupils.

Our positive behaviour policy is centred around three core principle; **care, consistency and celebration**, and aims to:

- Create a culture of exceptionally good behaviour
- Build a calm and consistent approach
- Provide a safe, comfortable and caring environment where optimum learning takes place
- Ensure all pupils are treated fairly, shown respect and to promote positive relationships
- Help pupils take control over their behaviour and be responsible for the consequences of it
- Build a community which values kindness, care, good humour, obedience and empathy for others
- Ensure that excellent behaviour is a minimum expectation for all

We recognise that a clear structure of predictable outcomes has the most effective impact on behaviour. Our positive behaviour policy sets out the rules, relentless routines and visible consistencies that all staff and pupils at Linden Primary will follow. Good behaviour is recognised sincerely and celebrated rather than just rewarded. Our school has three simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

Role and Responsibilities

All staff will:

- Promote our school rules of being *ready, respectful and safe*
- Regularly celebrate staff and pupils whose efforts go **over and above** expectations
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition board throughout each lesson to celebrate positive learning behaviours
- Give first attention for best conduct
- Never walk past or ignore pupils who are failing to meet expectations
- Be calm and consistent, allowing 'take up time' when going through the steps
- Follow up every time, retaining ownership and engage in reflective dialogue with pupils
- Use a shared language through scripted conversations

Behaviour and SEND

As a school, we are committed to avoiding discrimination and promoting equality at all levels. Linden Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and seen as equal members of the school. As such, provision for children with SEND is the responsibility of all. All teachers are teachers of children with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff have important responsibilities in looking beyond the initial behaviour of pupils and understanding that certain behaviours may be the result of needs which must be considered before further action takes place.

We recognise that behaviours are a means of communication. As a school community, we seek to remove all barriers to enable children to communicate their views in the most productive way. We will support all children with SEND to express their views and will recognise their vulnerability as a group. We are committed to working with other agencies to support the full inclusion of all pupils whose needs affect their behaviour and work together to develop strategies to support them. Staff will frequently receive training to support them in working with a wide range of additional needs and specifically to support children with communication and interaction difficulties.

The school recognises that some pupils' behaviour may be influenced by special educational needs, disabilities, communication difficulties, mental health needs, adverse childhood experiences or other vulnerabilities.

Where appropriate, reasonable adjustments will be made to behaviour expectations, support strategies and responses in order to ensure that pupils are not disadvantaged because of their individual needs.

Before issuing significant sanctions, staff will consider whether:

- The behaviour may be linked to an identified or unidentified additional need
- Appropriate support has been implemented
- Adjustments have been made where necessary
- Advice from the SENDCo or external agencies is required

This does not remove expectations for positive behaviour, but ensures responses remain fair, proportionate and inclusive.

Recognition and Rewarding Positive Behaviour

At Linden Primary, we recognise and reward pupils who go '**over and above**' the expectations. In our school, this means any pupil who exhibits behaviour over and above their norm. Our staff understand that the use of praise in developing a positive culture and learning environment can never be underestimated and that a quiet word of personal praise can be as effective as a larger, more public reward. Positive rewards and recognition include:

- Stickers
- Recognition boards
- Positive postcard
- Star of the week with '*best seats in the house*'
- Home communication
- Hot Chocolate

Managing Behaviour

Engagement with learning is always our primary aim at Linden Primary School. For the majority of our pupils a gentle reminder is all that is needed. At Linden Primary, we model and praise the behaviour we want to see and building a supportive and purposeful environment is of the utmost importance. We do this through a number of ways:

- Building positive relationships
- Consistency and embedded classroom and school routines
- Explicitly taught and modelled positive learning behaviours
- Continual professional development of all staff

Our Rules	Visible Consistencies	Over & Above Recognition
Be Ready Be Respectful Be Safe	Wonderful walking Lovely lines Stop signal	Stickers Recognition boards Positive postcards Star of the week Home communication Hot chocolate Celebration

Stepped Sanctions

Positive rewards and praise are at the heart of what we do at Linden. We know that children respond better to positive praise rather than negative treatment. However, it is important that we have a set of clearly understood consequences which are fair and consistently applied.

Below details out stepped approach to sanctions. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between steps and it is not possible to leap or accelerate steps for low-level disruption.

STEPS	ACTIONS
1. Reminder	Gentle encouragement, given privately where possible: I noticed you chose to... (noticed behaviour) This is a REMINDER that we need to be...(Ready, Respectful, Safe) You know have the chance to make a better choice Thank you for listening <i>Example – ‘I notice that you’re running in the corridor. You are breaking our school rule of being safe. Thank you for listening.’</i>
2. Warning/Caution	A clear verbal warning, given privately where possible: I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you; you need to see me for two minutes after the lesson If you choose to break the rules again you will have to leave the room Do you remember when...(example of previous good behaviour)? That is the behaviour I am wanting to see. I know that you can make good choices Thank you for listening <i>Example – ‘I have noticed you are talking when I am talking, this is breaking the school rule of being respectful. You will need to see me after this lesson and if you continue to break the rules, you will need to leave the room. Do you remember yesterday when you sat beautifully during phonics, that is what I need to see today? Thank you for listening.’</i>
3. Calming Time	Cool off might be a short time away from the classroom (a learning walk or a short period of time in another classroom) It is a few minutes to calm down, breathe and being to self-regulate their behaviour.
4. Follow-up & Restore	Restorative conversation: <i>What do you think were the poor choices that caught my attention? What were you thinking about at the time? Did you think about how it affected others? Can you think now? What should we do to put things right? What can I do differently next time?</i>
<i>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</i>	

Restorative Conversations

The purpose of restorative conversations is to restore the relationship with the adult who needed to action the consequence and encourage reflection from the pupil on the consequences of their behaviour on them and others.

Restorative conversations should be held between the child and the adult who dealt with their behaviour and will take place following a period of ‘cool off’ time and away from other members of the class but with the door open. Adults may wish to take a ‘walk and talk’ approach if they feel this will be less daunting for the child. Conversations should involve five of the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?

* Any follow up conversation or restorative conversation will take privately and as such, may not be visible to others involved.

Recording and Monitoring

The Headteacher must record regularly to the Governing Body about behaviour in school. This is carried out through the Headteacher Report to the full governing body. This enables them to monitor the impact and effectiveness of this policy. Behaviour incidents will be recorded using our CPOMs system.

Senior leaders will regularly review behaviour data to identify:

- Patterns and trends
- Recurring incidents
- Areas requiring additional support
- The effectiveness of interventions

The school will monitor behaviour data for different groups of pupils, including pupils with SEND, disadvantaged pupils and pupils with protected characteristics, to ensure that practices remain fair, equitable and non-discriminatory.

Serious Incidents

At times, the school will have to deal with cases of poor behaviour which are not covered by the steps above. This is likely to involve either a continued occurrence of unsafe and/or disruptive/disrespectful behaviour or a single incident of highly inappropriate behaviour. At this point, the class teacher and Head Teacher/Deputy Head Teacher/Assistant Head Teacher (and SENDCo where appropriate) will meet with the parents and discuss the next steps. Serious incidents may include, but are not limited to:

- Physical assault
- Serious verbal abuse
- Racist, homophobic, transphobic or other discriminatory behaviour
- Sexual harassment or sexual violence
- Bullying
- Deliberate damage to property
- Threatening behaviour
- Persistent defiance
- Possession of prohibited items
- Behaviour that places others at risk

The list above is not exhaustive and the Headteacher will consider the individual circumstances of each case.

All serious behaviour matters must be referred immediately to the Headteacher or SLT and any subsequent actions will depend upon:

- The severity of the incident(s)
- The impact the incident(s) have had on others
- The age of the child
- Any SEND needs the child may have
- Any other factors in the child's life that may be impacting behaviour

Actions may involve:

- A behaviour plan and/or risk assessment based on the age and needs of the child
- A review of interventions taken place or that may need to take place
- A suspension (DfE guidance followed) Governors informed.

- Permanent exclusion as a last resort where no other interventions or support has been effective.

Dealing with reports of child-on-child abuse including sexual harassment, discrimination

Reports or discovered incidents of child-on-child abuse will be dealt with quickly and effectively the Headteacher (DDSL) or Deputy Headteacher (DSL) with advice and guidance from other Local Authority. The school's approach is clearly articulated in the Child Protection Policy under 'Child-on-Child' abuse.

The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion.

In exceptional circumstances, a pupil may be temporarily prohibited from attending school premises for safeguarding reasons, including where allegations of child-on-child abuse require pupils to be kept apart. This is not a suspension or exclusion and alternative education arrangements will be made where required.

Bullying and Hate-Crimes

Linden Primary School does not tolerate bullying, discrimination, harassment or hate-related behaviour. Please see our separate 'Anti-Bullying & Hate Crime' Policy for further information.

Respectful Conduct Towards Staff

At Linden Primary School, all members of the school community have the right to work and learn in a safe environment. Abusive, threatening, intimidating or offensive behaviour towards staff will not be tolerated.

Where pupils engage in such behaviour, the school will respond in accordance with this policy. Where concerns involve parents or visitors, the school may take appropriate action under its complaint's procedures, visitor expectations or safeguarding arrangements.

Behaviour Beyond the School Gate

Linden Primary School expects pupils to maintain the same high standards of behaviour when:

- Travelling to and from school
- Participating in educational visits and residential trips
- Representing the school at sporting, cultural or community events
- Wearing school uniform in public
- Engaging in online activity which may impact on members of the school community

The school may investigate incidents occurring outside school where the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of staff or member of the public
- Could adversely affect the reputation of the school
- Involves online behaviour that impacts the safety or wellbeing of pupils or staff

Appropriate sanctions may be applied in accordance with this policy.

Searching, Screening and Confiscation

School staff may search pupils or their possessions where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item or an item that may cause harm, disruption or distress. Any search will always be carried out by a member of Senior Leadership with a second member of staff present.

Prohibited items include:

- Knives and offensive weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco products, including vapes and e-cigarettes
- Fireworks
- Any article that may be used to commit an offence, cause injury or damage property

Where prohibited items are found, the school will act in accordance with statutory guidance and may involve parents, the police or other external agencies as appropriate.

The school reserves the right to confiscate any item that is considered unsafe, inappropriate or disruptive to learning.

Suspensions & Exclusions

Linden Primary School believes that, in general, suspensions/exclusions are not an effective means of moving behaviour forward. However, in order for pupils to achieve their maximum academic potential in school they must feel and be safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously risk or harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period or permanently exclude. Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. If this decision is taken, work will be set for the pupil to complete at home.

Prior to any suspension or permanent exclusion, the pupil (where possible) will be given an opportunity to express their views and those views will be considered as part of the decision-making process.

Following every suspension, the pupil (where appropriate) and parents will be invited to meet with the Headteacher to discuss the pupil's reintegration to school and how best to move forward. The purpose of any reintegration meeting is to:

- Support a fresh start
- Consider SEND and safeguarding needs
- Involve parents where possible
- Review and amend any documentation as necessary

Linden Primary School will not use unofficial or informal exclusions. Any removal from the school for disciplinary reasons will be formally recorded as a suspension or exclusion where required by law. We will consider whether a pupil's disability, SEND, safeguarding needs, social care involvement or unmet needs have contributed to any incident when determining any suspension or permanent exclusion. Where a suspended or permanently excluded pupil has a social worker and/or is a looked-after-child, the school will notify the social worker and Virtual school without delay.

The Headteacher may cancel a suspension or permanent exclusion before the governing board has met to consider the decision. Any decision to cancel will be notified immediately to parents, governors, the local authority and any other relevant stakeholders.

Following a suspension, the school will work closely with pupils and families to support a successful return to education. A reintegration meeting may:

- Review the circumstances that led to the suspension
- Identify any unmet needs
- Consider safeguarding and SEND factors
- Agree supportive targets and strategies
- Clarify expectations moving forward

The school will monitor progress following reintegration and review support arrangements where necessary. See school 'Suspension & Exclusions' Policy for further detail.

Restrictive Intervention and Use of Reasonable Force

Please see school policy ' Use of restrictive interventions policy (including reasonable force and seclusion)'.

Associated resources:

[School suspensions and permanent exclusions - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[Restrictive interventions including use of reasonable force in schools.pdf](#)