



RELATIONSHIPS AND BEHAVIOUR **POLICY**

PARENT / CARER CHIT CHAT MORNING
26.09.25

“With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.”

Paul Dix

RATIONALE

At Lyon Park Primary School, we are committed to creating an inclusive environment where **exemplary behaviour is the foundation of successful learning**. We believe that high standards of behaviour enable all children to access education effectively and feel safe, valued, and respected within our school community.

Positive learning behaviour is not just expected — it is **explicitly taught, modelled, encouraged, and praised**. It stems from strong, respectful relationships between adults and children and a **well-planned, stimulating curriculum** that inspires curiosity and challenge. Every member of our community — staff, parents / carers, and pupils—shares responsibility for upholding high expectations and maintaining a calm, ordered learning environment.



By promoting consistent, positive behaviour, we build self-discipline, strengthen individual and collective self-esteem, and foster a community where **every child has the right to feel safe and happy—and the responsibility to ensure others do too**. This policy outlines our shared expectations, how we will work together to meet them, and how we respond when behaviour falls short. It reflects our vision and values, and is central to our commitment to nurturing a respectful, responsible, and ready-to-learn school culture.

AIMS

At **Lyon Park Primary School**, we believe that exceptional behaviour is underpinned by **consistent adult practice, positive relationships**, and a **shared commitment to high expectations**. Our approach is rooted in the principles of *When the Adults Change, Everything Changes* by Paul Dix, placing adult behaviour, relational practice, and restorative approaches at the heart of our policy.

We aim to:

- **Foster strong, positive relationships** between all members of our school community through genuine care, trust, and understanding, recognising that behaviour change starts with connection, not correction.
- **Treat all individuals with fairness and respect**, creating a safe, inclusive, and nurturing environment where everyone can feel seen, valued, and ready to learn.
- **Maintain high expectations of behaviour for all pupils and staff**, with adults modelling calm, consistent and kind behaviour at all times, and taking collective responsibility for reinforcing those standards.
- **Explicitly teach, model, and praise positive behaviours**, recognising that behaviour is a curriculum that must be learned, practised, and reinforced over time.

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- **Develop pupils' self-regulation, empathy, and social awareness**, helping them understand the impact of their actions and build the skills needed to make positive choices independently.
 - **Use restorative approaches** to repair harm, rebuild relationships, and ensure that consequences are paired with meaningful reflection and support.
 - **Promote a school culture grounded in kindness, good humour, tolerance and empathy**, which supports emotional safety and strong personal development.
 - **Support pupils in building self-esteem and emotional intelligence**, alongside academic achievement.
 - **Celebrate good citizenship, excellent attendance, and punctuality**, recognising these as key to a respectful and responsible school culture.
 - **Prevent bullying through proactive, whole-school strategies**, built on visibility, relational practice, and a culture of inclusion.

In addition to the core values, pupils explore 8 other values. Each value is discussed in assemblies, referred to by staff and children discuss how it links to the British Fundamental values. These values were agreed upon by the whole school community.

Month	Value
September	Friendship
October	Diversity
November	Peace
December	Sharing
January	Responsibility
February	Love
March	Courage
April	Honesty
May	Resilience
June	Respect
July	Achievement
August	Happiness

PRINCIPLES

- **Relentless Routines:** Clear, practised routines are embedded in daily school life. These provide structure and reduce anxiety for students.
- **Visible Consistency with Visible Kindness:** All staff use consistent language, tone, and routines to create a safe and supportive environment. We refer to the right choices (which lead to good consequences) and choices which are wrong (which lead to negative consequences).
- **Adult Behaviour First:** We model the behaviour we expect, remaining calm (no shouting), measured and fair in all interactions.
- **Repair Over Punish:** Restorative conversations replace punitive sanctions wherever possible.
- **Reward Effort, Not Outcome:** Positive recognition is given for persistence, kindness, and progress—not just achievement.

All members of our school community have the right to:

- Feel secure and safe
- Feel happy and be treated with kindness and understanding
- Be treated fairly and consistently
- Be listened to (at an appropriate time)
- Be treated with respect and politeness
- Be treated with empathy

CONSISTENCY OF APPROACH

In implementing this Relationship and Behaviour policy, Lyon Park Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: taking responsibility for behaviour interventions, seeking support as necessary and not delegating (different to escalation)
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced routines for behaviour around the school environment in line with the school values

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

1. Ready to learn
2. Be respectful
3. Be safe

All staff every day will:

- Acknowledge all members of staff and children with a greeting. (Good morning/Good afternoon)
- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Safe- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Structure the routines/instructions that you teach in 3s.
- Use a visible recognition mechanism throughout every lesson (count down from 5 will be used across the school and a positive recognition board will be used in every classroom).
- Be calm when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS where necessary.
- Never ignore or walk past learners who are making / displaying the wrong behaviour choices.

Recognition Board

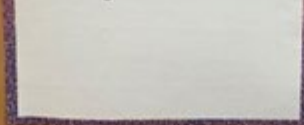
Our focus is...
good
listening



Recognition Board



Our focus is...



Stage 6 – High level behaviours

If a child displays a high-level behaviour they will automatically spend lunchtime with SLT in the Reflection Room. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the Deputy in their absence.

- Deliberately not following hygiene rules in place e.g. spitting or urinating on the floor
- Verbal aggression e.g. name calling, insults and threats
- Physical aggression
- Swearing
- Sexist / racist / homophobic comments or actions
- Vandalism
- Bullying
- Dangerous behaviour
- Substance abuse
- Dishonesty with malicious intent
- Inappropriate use of technology

The class teacher should log the incident on CPOMS – under behaviour category-stage 6.
Class teacher to inform parent at the end of the day (in person or on the phone).

If the consequence is an internal or fixed term exclusion then a Senior Leader will send a letter to the Parents / Carers. This will also be logged on CPOMS – under behaviour category-internal/fixed term exclusion.

Scripted Conversations

Reminder

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder: I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice.

Thank you for listening.

Caution

I noticed you chose to..... (noticed behaviour)

This is the ____ time I have spoken to you.

(learner's name), do you remember when _____ (model of previous good behaviour)?

That is the behaviour I expect from you.

Think carefully, I know that you can make good choices.

Thank you for listening.

Consequence 1

I noticed you chose to..... (noticed behaviour)

This is the ____ time I have spoken to you.

(learner's name), do you remember when _____ (model of previous good behaviour)?

That is the behaviour I expect from you.

You will have a short time out in class and I will check back in in a moment.

Let's try again—show me what you can do.

Thank you."

Consequence 2

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

(learner's name), do you remember when _____ (model of previous good behaviour)?

That is the behaviour I expect from you.

You will have time out in another class.

When you return I will check in with you.

Consequence 2-Restorative conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5 consequence 2. This conversation will take place when the child returns to class. 5 questions should be chosen from the following questions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

With younger children you may wish to use only 2 or 3 key questions with the emphasis on making sure the pupil can see the impact of their behaviour on others.

Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff at lunchtime will consistently 'catch children being good' and share this with them.

All behaviour incidents are managed at lunch time in line with the policy starting at stage 2. Serious incidents of high-level behaviours should be addressed by staff and the Lead SMSA should be informed. The lunchtime member of staff is then responsible for informing the class teacher and the class teacher must log the incident on CPOMS.

Exclusions

For very serious offences, the Headteacher will consider exclusion in line with statutory guidance. Parents / Carers will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.