



Behaviour and Relationship Policy

Date agreed by governors.	Sept 2026
Review Date	Sept 2027
Policy Written by	Lane End Primary School

Safeguarding Statement

At Lane End Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Lane End.

We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding as an individual, as a member of a community, their capacity to make positive choices, their rights and responsibilities to themselves and others, and their ability to keep themselves and others safe.

We perceive this to be part of our role in promoting British values.

We want Lane End Primary School to be the best school in the city. The staff and governors are committed to fostering positive relationships with our children, their families and our partner agencies to create a learning community focused on the education and wellbeing of our pupils. Together we aim to maximise our children's life chances, by providing them with the knowledge, skills and confidence to be successful and responsible citizens of the future. **Our four core values are:**

Learn	Believe	Aspire	Achieve
how to listen, speak, explain, understand, read, write, count, measure, paint, draw, make, test, notice, infer, choose, share, explore, play, experiment and try	- in their value as a person and a friend - in their ability to develop and change for the better - in their individual interests and talents	- to be a good role model and member of a family and community - to great ambitions for the future - to a fulfilling career - to change the world for the better	- their full potential academically, socially and personally - be ready for the next phase of their education - the courage to shine in performance and public speaking

Rationale

We want our children to be safe and happy at school. We believe children learn best in a calm environment where they can listen, learn and focus on doing their very best. We want children, staff and families to feel valued and respected and for all of us to work together to ensure the best for our pupils. Our values, expectations and systems are clear, easy to understand and easy to remember, so we can all follow a shared approach.

We foster positive relationships across the school community by showing sincere care, trust and understanding. We understand that some families need additional support due to unfortunate circumstances, and it is our aim to help everyone, regardless of their situation – for instance their language, cultural, health, financial or social barriers.

We form meaningful, attuned relationships with our pupils. When children start at Lane End Primary our staff meet with parents/carers to start forging positive relationships and an understanding of the family background, which helps us to offer the right support as soon as possible. We seek to learn what each child's strengths and resilience factors are, what they sometimes find difficult and what they enjoy. Our Pastoral and Inclusion Team welcome new arrivals and check in with families to ensure they are settling well and understand the school routines and expectations. Senior staff greet the pupils and families outside at the start of each day and the class staff team also feedback the positives and say goodbye to them at the end of the day. Staff model good communication by interacting with all pupils around school and in any shared learning opportunities. We foster positive relationships by regularly and genuinely interacting with all pupils and parents. Our curriculum is based on our four values of Learn, Believe, Aspire and Achieve, ensuring all children experience challenge, success, and nurture throughout school. Experiential learning opportunities such as trips, after school clubs and residential allow warm relationships to develop outside of the classroom. We have high expectations of our staff, our children and our families, and work hard to maintain open, honest and respectful communication.

When implementing the Behaviour and Relationship policy consistency is key for effectiveness.

Aims of the policy

- To enable children to develop a sense of self-worth, self awareness and a respect and tolerance for others.
- To produce an environment in which children feel safe, secure and able to learn.
- To develop a school community where relationships, honest communication, responsibility and friendship can flourish.

For children to develop:

- A healthy self-esteem
- Secure attachments to friends and key adults
- A passion for learning
- A growth mindset eg give hard things a try / don't give up
- A pride in themselves and their school
- Responsibility for their learning and their environment
- Sensitivity and consideration for others way of life and different opinions
- A strong understanding of truth, fairness and justice, and knowing how to challenge when things are not right
- An awareness of their potential to change for the better

Roles and Responsibilities

Governors

- Reviewing this behaviour policy in conjunction with the Headteacher and Senior Leadership Team
- Monitoring the policy's effectiveness
- Holding the Headteacher and Senior Leadership to account for its implementation
- Reviewing and approving the written statement of behaviour principles (appendix 2)

Staff

- Develop and maintain positive attuned relationships with children, families and colleagues
- Care for, value and support all children, irrespective of their ability or background
- Engender the values of our school community at all times, modelling positive, respectful attitudes
- Consistently nurture and apply the agreed standards of behaviour, using agreed

language and visuals

- Develop and maintain good classroom management
- Ensuring children understand our expectations and the reasons for them.
- Ensuring learning tasks are appropriately matched to the ability and developmental stage

of the child

- Be alert to signs of bullying and harassment and take immediate action to prevent it
- Intervene to prevent escalation of concerning behaviours and dysregulation
- Pass on any concerns to the Pastoral and Inclusion Team

Parents

We see our Behaviour and Relationships policy as a working partnership between children, staff and parents. We firmly believe that parents have a vital role in promoting good behaviour in school and so effective home/school partnership is very important. In order to maintain and develop Lane End as a happy supportive social community, we encourage parents to give their full support in dealing with their child's behaviour.

In the rare circumstances a child is emotionally or physically harmed we will communicate the incident to the parents/carers of both the individual who caused harm and the individual who was harmed. We will inform parents of the consequences and follow up work as a result of the incident.

We ask parents/carers:

- To keep us informed of concerns or changes in behaviour or circumstances they may be experiencing at home.
- Inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family.
- Inform us about their child's ill health (mental or physical) and any absences connected with it.

Staff Induction, Development and Support

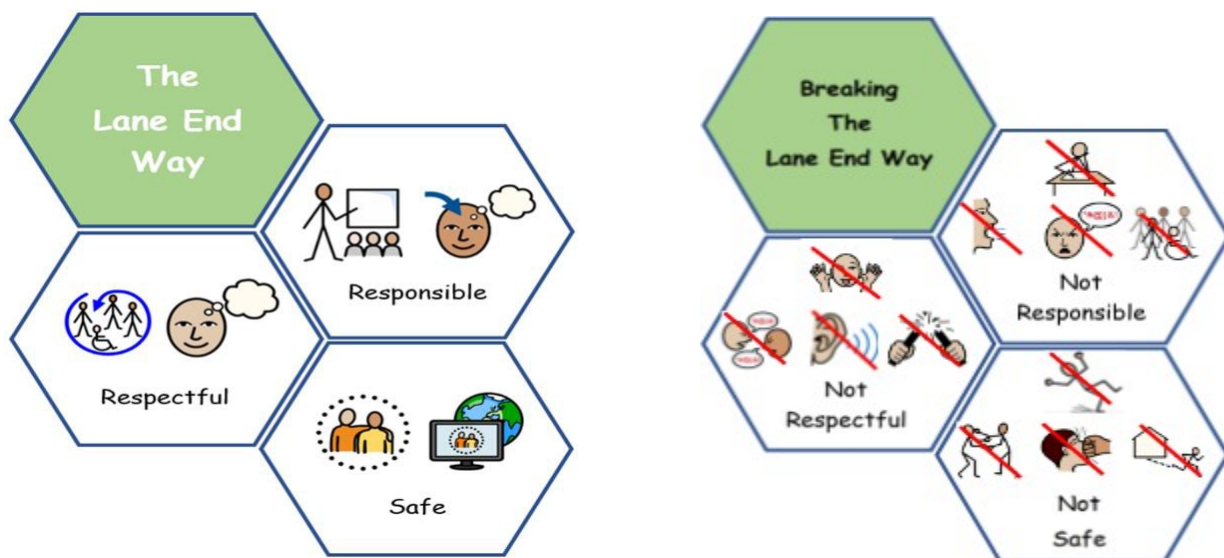
SEMH support and positive behaviour management is part of continuing professional development at Lane End. Our restorative approach, alongside a trauma informed philosophy underpins our whole school ethos and practice.

Our staff are provided with regular training and updates on SEMH, neuro-diversity and managing behaviour, this includes staff briefings, staff meetings and inset days alongside any bespoke 1:1 support as appropriate.

New staff, as part of their induction, will read and sign to say they understand and will follow key policies. They will have meetings with key staff in the Pastoral and Inclusion Team and there will be an opportunity to discuss and ask any key questions regarding the relationships and behaviour policy with appropriate leaders.

Our Lane End Way

We have the highest expectations of behaviour at Lane End Primary School, and we support each child to meet these standards. At its simplest form, it can be summarised thus:



When children make poor choices staff give a verbal reminder. If the behaviour is repeated they will lose time off the yard at the next playtime. They will discuss their choice with an adult and reflect upon better choices for next time. Parents will be informed via a behaviour slip or text message, so they can support their child to understand why their choice was unacceptable.

Lower level negative behaviours:

	Observed behaviour	Appropriate response	Possible follow-up
Responsible	- Wasting learning time - Refusing to do their work - Wasting resources - Not tidying up	Proximity praise. Reminder, encourage. Warning + take up time as appropriate. Slip to go home, reflection time during next break. CPOMS to inform SLT and PIT.	Do the work later as directed by staff. Tidy up or fix the problem later. Restorative conversation.
Respectful	- Not active listening - Being rude to others - Disrupting others - Hurting others - Damaging property	Proximity praise. Reminder, encourage. Warning + take up time as appropriate. Slip to go home, reflection time during next break. CPOMS to inform SLT and PIT.	Restorative conversation. Fix or replace what has been damaged.
Safe	- Play fighting - Being aggressive - Not lining up sensibly - Running in school - Ignoring adult instructions	Immediate intervention to ensure safety. Escalation to serious incident level if appropriate. Reminder, encourage. Warning + take up time as appropriate. Slip to go home, reflection time during next break. CPOMS to inform SLT and PIT.	Restorative conversation. PIT involvement. Intervention / coaching / BIPRA as appropriate.

Safeguarding and Trauma



Emotional, cognitive and social development is affected by foundational experiences within every child's family and early life. We acknowledge the impact early difficulties may have on a child's ability to forge and maintain attachments and friendships. We work closely with Mindmate and the Virtual School to ensure our most vulnerable children get the support they require to overcome barriers. The school recognises that changes in behaviour and emotional presentation may be an indicator that a pupil is in need of help or protection. By knowing our families well, and offering early help, we try to intervene before difficulties impact the children. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

How we encourage positive behaviour



We have high expectations of our children, our staff and our parents. We encourage and expect a calm, safe, purposeful school environment. Children are expected to move around school in a safe, sensible and orderly way.

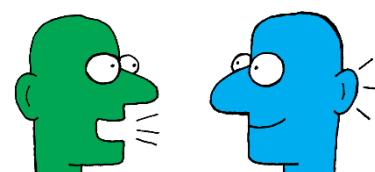
A raised hand is the main school signal for requesting the attention of all in that learning space. The expectation is that all will stop what they are doing, raise their hand to show they are aware of the signal, and give silent attention to the adult speaker.

In other situations, adults may choose to use a clapped rhythm call and response signal, a count-down to be ready, tidy up music or a song to get the children's attention.

Active Listening, Give Me Five and Skilful Speaking skills are also used throughout school to support this.

Instant Praise

For doing the right/expected thing a small bit of verbal praise can mean a lot. A thank you for picking up litter or resources or a "Well done you've blown me away with that fantastic maths work you must feel really proud". Sometimes a smile, a nod or a positive gesture is a powerful affirmation.



Class pom-poms in the jar



Each class has a pom-pom jar at the front of the classroom with a box/bag of coloured pom-poms located nearby. These can be used for a class reward, if as a class they have shown active learning behaviour quickly, are working well, lined up quickly etc. they can be rewarded with a pom-pom in the jar. There are markings on the jar so as it is filled up the class can earn extra playtime or a treat.

Lane End Super Heroes

If a child has taken on board the special skills of our super heroes, located above every smartboard in school, they can then get the cape/lanyard that matches the character e.g. “..... You’ve done some brilliant reflecting on that Maths - you need to wear the Reflective Ralph cape” or “You’ve worked really well with a classmate out in English - you need the Collaborative Cara lanyard”



Star of the week



Every Friday teachers choose their Star of the Week – someone who has worked hard, behaved well, been a good friend etc. Children may be awarded the certificate for an improvement in attitude, showing good manners or making positive choices with their behaviour. Their parents are invited to join the rest of school in the celebration assembly. Children enjoy coming on stage with their teacher, getting their time to shine.

A restorative culture

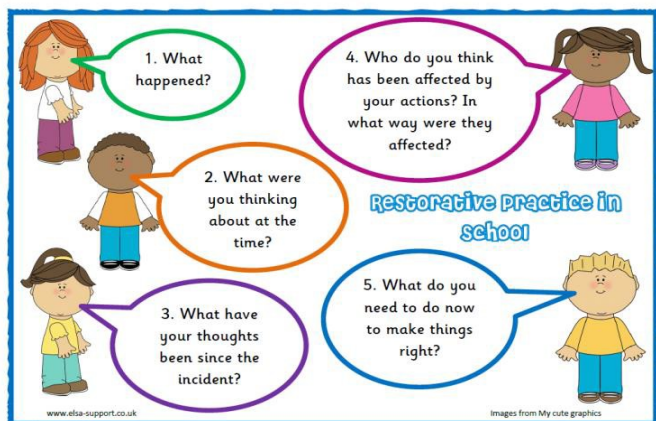
Lane End Primary school uses a restorative approach when difficulties occur. We understand behaviour is a form of communication, therefore it is important to ensure pupils can develop self-awareness, self-reflection and become able to learn and reflect on inappropriate behaviour. We create a culture of repair and reflection based on the principles of restorative approaches.

A restorative approach includes:

- Repairing relationships
- Restorative conversations
- Check in and Check Out circles each week
- Approaches for dealing/managing emotions and feelings next time they arise
- PSHE learning around safe and healthy relationships, how to be a good friend, protective behaviours



Following an incident where harm has been caused, be that physical or emotional, staff will use a restorative approach at the earliest opportunity to enable a pupil to understand the impact of their actions. This is very important to allow closure and repair of ruptured relationships. We use a range of personalised methods to encourage the communication between those harmed in a situation and those responsible for the harm. This enables everyone affected by the incident to play a part in repairing and moving forward in a positive way. Staff take into account the emotional capacity of traumatised, dysregulated children and their current developmental age/stage, in being able to deal with any dysregulated situations



or conversation. We support them with this restorative conversation, connecting with them first and then following a four part process; responsibility, respect, repair and re-integration.

Zones of Regulation emotional awareness approach:

Every morning children self register as they come into their classroom. They pop their personal lolly stick into the Zone pot which matches their mood. Throughout the day they can access their lolly stick and change their Zone if and when they change how they feel. Staff take note of children's self reporting and check in or offer support for children who identify they need a hand.

What are the different Zones?

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').



How we discourage negative behaviour

We aim to discourage negative behaviour through praise and reinforcement of good manners and kindness. We aim to build positive relationships with children and families, and seek to understand each person as an individual and each family as a partner in our community.

We are aware that past trauma or family difficulties may affect child development, relationships and resilience in different ways. We know that neuro-diversity affects relationships and behaviour, so we engage with families and agencies to support as appropriate.

Despite all the positive engagement, de-escalation and support on offer in school, unfortunately there are times when staff need to intervene if inappropriate choices are being made or if a child has become seriously emotionally dysregulated. At these times we may need to verbally or physically intervene, or put protective measures and consequences in place to ensure the safety and good order of school. Our responses will be calm, clear and consistent. We will focus on the behaviour choice, but avoid labelling the child as “bad”. We will model and respond with constant positive regard for the child – even if the child is angry or showing disrespect. Our approach focuses on maintaining trust, meeting the child emotionally, coregulating, reflecting upon individual choices, taking responsibility and understanding that choices lead to consequences.

Environment

We look after our school and ensure that maintenance is a high priority. A clean, well ordered learning environment leads to calm, independent learners. Our school resources are carefully chosen to be accessible and adapted to meet the needs of the specific cohort in that room. Displays are a celebration of excellent learning and scaffold the learning day by day eg spelling lists, examples of a great sentence opener, a calculation process etc. Care is taken to ensure the temperature, light levels and ventilation is suitable to ensure a comfortable learning environment.



Curriculum

Our curriculum follows the National Curriculum but is adapted to be relevant and inspirational for our learners. Learning expectations and approaches are sequenced allowing for progression from Nursery to year six. Communication is a main driver in our curriculum: personal, social, creative and technical.

SEMH and SEND

Despite all the positive reinforcement, early intervention and de-escalation staff may put in place, occasionally children may become dysregulated and exhibit extreme behaviour e.g. physical aggression. For some children this may lead to them being identified as having a Special Educational Need or Disability (SEND), due to their Social Emotional and/or Mental Health needs (SEMH). These children will be offered additional support through individual support plans and other necessary assessments to ensure the safety and wellbeing of all. The SENDCo and Senior Leadership Team will decide where this is appropriate.

At Lane End we believe that repeated unacceptable behaviour cannot be tolerated in any circumstance. Children's SEMH needs to be understood and addressed. As with learning difficulties, some children will need extra support at particular times to help them do this.

When dealing with difficult behaviour we:

- Engage with the child in a relational, respectful way.
- Discuss the problem with the SENDCo, PIT and Senior Leaders in school.
- Liaise with parents to discuss the need, potential approaches and their role in supporting their child.
- Together devise an appropriate, supportive individual programme for the child.
- Use the graduated approach to plan, deliver and review the intervention or support.

In more extreme and challenging cases we refer to outside agencies such as the Inclusion Support Team or Educational Psychologist through the Complex Needs Service. We may also use the support of outside provision such as 'Reach' alternative provision, STARS and the Area Inclusion Partnership.

Serious Misbehaviour

Some behaviours in school are completely unacceptable and are set out clearly in our Lane End Way visuals. Children are offered guidance by their staff, spending time reflecting on their choices and putting things right. Very serious incidents of misbehaviour will require further intervention. Serious misbehaviour at Lane End is defined as:

- Repeated disruption of the good order of the school, taking away other children's right to learn
- Any form of bullying either in person or online – (please also see our anti-bullying policy for further information on how we respond to incidents of bullying)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, misogynistic or discriminatory behaviour



The school will ensure that all incidents of serious misbehaviour are acknowledged, effectively tackled and never ignored. Parents/carers are informed and encouraged to work in partnership with school and outside agencies to help their child.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The Pastoral and Inclusion Team offer support throughout every day, to children, staff and families who are experiencing difficulties.

The school's response will be:

- **Proportionate**
- **Considered**
- **Supportive**
- **Decided on a case-by-case basis**

In extremely rare cases it may be necessary to suspend a pupil either temporarily or permanently from school. This would be the absolute final sanction and would only ever be considered when all other possible avenues have been explored, following national behaviour guidance from the Department of Education January 2022. **See Appendix 2.**

Physically intervening during serious incidents:

Restrictive Physical Intervention (RPI) are only ever used if absolutely necessary. We use a range of techniques to de-escalate or modify behaviour before they become necessary. Techniques such as distraction, change of face, timeout, physical exercise, sensory activities are used first. An RPI is only used following a dynamic risk assessment where it is deemed safer to intervene than not. We ensure it is for the shortest time possible. We understand that RPIs can cause a negative impact on relationships and they are always linked to our restorative processes. The Department of Education Use of Reasonable Force guidance April 2026 is followed **see Appendix 3**, informing our Care and Control Policy. **See Appendix 4.**

At times children may bring inappropriate items in to school which could be unsafe to themselves and others, eg weapons, alcohol, drugs, stolen items, fireworks, pornographic images or mobile devices. In order to keep the school community safe, it may be necessary to intervene by searching children's possessions. Staff follow the guidance set out in the Department of Education Searching, Screening and Confiscation July 2022. **See Appendix 5.**

We are committed to ensure the choice of language we use in dysregulated situations remains non-confrontational, calm and on a level the children can relate to. Demeaning or sarcastic language and vocabulary is not used. A child is never shamed for their behaviour. Pre-empting situations and de-escalation is key to supporting children with their emotions and behaviour and is underpinned by our school values every day.

Other Agencies

At Lane End we seek expert advice from partner agencies, such as Leeds City Council Attendance Team, Social Care, Health Services, Community groups, SEND support, Educational Psychologist, CAMHS, Cluster, Mindmate and Police when appropriate.



Recording and Monitoring

All mid to high tariff behaviour incidents are logged on CPOMs by any staff member who has responded to a behaviour incident linked to our 3 expectations: safe, responsible and respectful. Staff will record any follow up such as Restorative conversations or record if further investigation is needed.

Individual and Whole School Monitoring

The Pastoral and Inclusion Team (PIT) completes the whole school and individual analysis of behaviour at Lane End. They ensure the following processes are completed:

Weekly

- Review of serious incidents to inform the following week's planning and staffing- shared in briefing with the whole staff
- CF50/CF50A/Hate incidents are logged on our internal tracker.

Every half term

- Behaviour report/tracking to look at any trends or patterns in behaviour
- Focus pupils (pupils with an increasing number of serious incidents)
- Hate incidents/ CF50/CF50as overview is up to date.
- Review and update SEMH Targeted interventions

Each Term

- IPRAs reviewed and updated as appropriate, alongside key staff such as SENCO, Senior Leadership Team.
- Behaviour Learning Walk