

**LINGEY HOUSE PRIMARY SCHOOL**

**HEADTEACHER: MRS C T WILKINSON**



**Behaviour and  
Relationships Policy and  
Written Statement of  
Behaviour Principles**

**November 2025**

## **1. Introduction**

Our policy on behaviour and relationships is part of our overall pastoral care procedures.

This policy should be read in conjunction with associated policies:

- Child Protection and Safeguarding Policy
- Equality Information and Equality Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Exclusions Policy
- Use of Reasonable Force and Physical Intervention Policy

At Lingey House Primary School, we believe that positive relationships form the foundation of a safe, inclusive and nurturing learning environment. At Lingey House, we are 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 behaviour policy is underpinned by a relational approach helping staff to teach self-discipline whilst maintaining and upholding effective relationships with pupils.

At Lingey House Primary school we have 3 simple rules:

- Ready
- Respectful
- Safe

These rules can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children, following our behaviour expectations may be beyond their developmental level. In this case, these children will have bespoke positive behaviour strategies which may include rewards to reinforce this positive behaviour.

### **Support for Additional Needs**

We recognise that some pupils need differentiated approaches:

- Reasonable adjustments made for SEND, SEMH or trauma-affected pupils.
- Pastoral support from our Inclusion Team or ELSA-trained staff.
- Individual Support Plans and Risk Assessments where appropriate.
- Regular liaison with parents/carers and external agencies.

We are committed to:

- Building respectful relationships between staff, pupils and families.
- Creating a calm, predictable and supportive environment for all children.
- Responding to behaviour with compassion, consistency and fairness.
- Ensuring every child feels safe, valued and ready to learn.

## **2. Aims of the policy**

We aim to:

- To create a culture of good behaviour: behaviour for learning, for community, for life.

- To ensure that all children are treated fairly, shown respect and to promote positive relationships.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, a good disposition and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that good behaviour is a minimum expectation for all.
- To ensure that each and every child has the opportunity to reach their full potential.

These aims are reflective our school values:

- Individuality
- Respect
- Kindness
- Nurture
- Resilience

### **3. Purpose of the policy**

To provide consistent, simple, practical procedures for staff and children that:

- Make clear our behavioural expectations
- Positively reinforce behavioural expectations
  - Develop strong, positive relationships between children and staff
  - Promote self-esteem and self-discipline
  - Teach appropriate behaviour through positive interventions
  - Encourage children to be advocates for good behaviour

### **4. Consistency**

Our Relationships and Behaviour Policy is based on the Five Pillars of Pivotal practice:

1. Consistent calm adult behaviour
2. First Attention for Best Conduct
3. Relentless Routines
4. Scripting Difficult Conversations
5. Restorative Follow Up

High quality behaviour for learning is underpinned by relationships, effective lesson planning and positive recognition.

The school rules (Ready, Respectful, Safe), must be displayed in each learning space and referred to in all conversations around conduct.

The aim is to develop a consistency that ripples through every interaction on behaviour.

Where children feel treated as valued individuals, they are more likely to respect adults and accept their authority.

### **5. Roles**

All adults at Lingey House will:

- Build good relationships taking time to get to know children.
- Act as positive role models.
- Link behaviours back to our school rules ready, respectful, safe.

- Provide positive praise when expectations are followed.
- Listen to children's views and promote pupil voice.
- Make reasonable adjustments to meet the individual needs of children.
- Consistently refer to school rules and routines
- Be calm when going through steps- prevent before sanctions
- Praise in Public and reprimand in private
- Always 'follow up' to retain ownership and engage in reflective dialogue to maintain and build relationships.

### **Senior Leadership Team (SLT)**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

#### **Senior leaders will:**

- Be a visible presence around the site.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) and monitoring procedures to target and assess school-wide Behaviour Policy implementation and practice.
- Regularly review provision for children who persistently fail to meet school expectations.

#### **Pupils will:**

- Follow the school's three core rules.
- Engage in restorative conversations.
- Take responsibility for their actions where developmentally appropriate.

#### **Parents/Carers will:**

- Support the school's relational approach.
- Communicate concerns proactively.
- Work with us to support positive outcomes.

#### **Pupils want staff to:**

- Remain calm when speaking to them
- Help us to calm down before talking about what happened
- Listen to our point of view
- Help us to develop ways to sort out our own problems

### **6. Encouraging Positive Behaviour**

Our aim is to develop intrinsic motivation in respect to children's behaviour. We recognise and reward children who go 'Over and Above' our standards. Although there are specific awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot

be underestimated. It is the key to developing positive relationships, including its use with those children who are hardest to reach.

Positive praise can include the following elements of recognition and reward:

- House tokens in recognition of going above and beyond
- Verbal affirmation
- Stickers
- Phone calls home to grown-ups
- Achievement Assemblies – where children are celebrated for character and contribution with a certificate sent home.
- Relational Time – ensuring every child has at least one adult who knows them well.

## **7. Restorative Practice**

Lingey House Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm when dealing with behaviour is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth behind a situation and a 'cooling off' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the sanction steps detailed in section 8.

In Early Years we use the seven-step approach to conflict resolution. This is used within the curriculum and is an important precursor to later restorative conversations that children will engage in later in school.

The seven steps are below:

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information from both parties.
4. Restate the problem.
5. Ask for solutions and choose one together.
6. Be prepared to give follow-up support.
7. Reflect with the children on what happened and what they might do differently next time.

## **8. Managing Behaviour**

Engagement with learning is always our primary aim at Lingey House Primary School. For the vast majority of our children, a gentle reminder is all that is needed.

Staff will use the Sanction Steps for dealing with poor conduct. Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. It is neither possible nor desirable to jump, miss out or accelerate steps for repeated low-level disruptions. It is our aim that children should be kept at Steps 1 and 2 for as long as possible and that we de-escalate behaviour not escalate.

Sanction Steps	Actions
<b>Reminder</b>	<p>Reminder of the rules (ready, respectful, safe) delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>
<b>Support</b>	<p>A clear verbal warning delivered privately. Make the student aware of their behaviour and clearly outline consequences.</p> <p>The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices: use the phrase:</p> <p>“Let’s try...” (This will be clear advice about the expected behaviour)</p>
<b>Last Chance</b>	<p>Speak privately offering a final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to a previous example of good behaviour (use 30 second scripted interventions).</p> <p>Stay behind for two minutes at break/lunch. (This is a short sharp imposition for the child and doesn’t take up much teacher time)</p>
<b>Time Out/Regulation time</b>	<p>This might be a time in the calm corner, a brain break, or it can be a short time away from the classroom with year group partner.</p> <p>It is time allowed to calm down, breathe and compose themselves. It may require just a few minutes.</p>
<b>Repair</b>	<p>This could be a quick chat in the two minutes or a more formal meeting for a restorative conversation.</p> <p>If the behaviour continues, this must be recorded on CPOMS. At this point, the child will have been informed that they will have ‘reflection time’ This should be during the next break time. If the member of teaching staff is on duty this can be done outside in most cases.</p> <p>Children will be expected to have a reflective dialogue and reflect on what has happened with the member of staff dealing with the behaviour.</p> <p>This step should only take place when the child is calm.</p> <p>This might be a quick chat at breaktime in the yard, walking down the corridor or a more formal restorative meeting.</p> <p>In the case of a more formal restorative meeting this should take place on the same day where possible. (SLT can support if required)</p>
<b>Consequences</b>	<p>If a child has multiple incidents in a week requiring reflection time and the behaviour does not improve, the class teacher must inform parents/carers. This must be recorded on CPOMS.</p> <p>This would then result in a lunchtime behaviour meeting with a member of SLT in which the child will be given extra work to help them understand the</p>

	<p>consequences of their behaviour (e.g., a sorry letter) or completing work from class to make up for lost learning time.</p> <p>If a child has regular incidents over a half term, a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS. Support from additional agencies or an individual support plan may then be put into place to ensure the necessary strategies are in place for that individual pupil.</p> <p><b>A serious breach may lead to an internal, fixed term or permanent exclusion.</b></p>
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**More serious incidents**

**Serious incidents**

If a serious incident occurs, there should be no warnings or reminders given. The child is removed to the Headteacher or a senior leader immediately. Teaching staff must write up the incident on CPOMS as soon as possible.

Such incidents could include but are not limited to:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or children with force and intent
- Serious risk of harm to self or others
- Attempts to leave school site

**Exclusions**

**Internal Exclusion:**

The Headteacher, Deputy Headteacher or Assistant Headteachers can choose to internally exclude a child. The child will have no contact with their own class or friends and no access to playground, extra-curricular or enrichment activity. The child will be set work to complete by their class teacher. Parents will be informed.

**Fixed Term Exclusions:**

Lingey House Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school’s Behaviour Policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the child to complete at home if the exclusion is longer than 5 school days. This must be recorded and confirmed in writing. The parent / carer will receive a formal letter and the Headteacher will complete the Local Authority Exclusion Form. Following a fixed-term exclusion, the child and parents / carers will meet the Headteacher or a member of SLT to discuss the child’s reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed by staff and children alike when they return (please see Exclusions Policy).

**Permanent Exclusion:**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors at Lingey House Primary School support this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates, that to allow the child to remain in school, would be seriously detrimental to the education or welfare of the child concerned or to other children at school.

Exclusion guidance is based upon current Gateshead LA and DFE guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LEA. [https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

**Recording Unacceptable Behaviour:**

All teaching staff are responsible for recording a child's unacceptable behaviour on CPOMS. Staff should provide details of the incident and actions taken. The information recorded is used by the SLT to monitor behaviour in school and to ensure that children with behavioural needs are identified quickly and receive targeted support.

The following incidents should always be recorded on CPOMS and brought to the attention of SLT immediately:

- Any form of bullying behaviour (including cyber- bullying and homophobic bullying)
- Physical abuse against another child
- Physical or verbal abuse against an adult
- Racist incidents
- Theft or damage to property

Incidents of bullying, racist behaviour and the number of fixed term / permanent exclusions are reported to the governors on a termly basis in the Headteacher's report.

**Lunchtime Behaviour:**

All our Mid-day Team and OPAL staff involved in lunch provision will receive explicit training on our Behaviour Policy. During lunchtime, if a behaviour incident occurs that a member of the team deems serious or they are at step 5 (reflection) of managing the behaviour, they should ask for a member of the SLT who will then manage the situation in line with our Behaviour Policy. The Mid-day team must use the same steps that are used in school.

## Lingey House Primary School: Written Statement of Behaviour Principles



This written statement has been prepared in accordance with the Education and Inspections Act 2006, which requires governing bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline among pupils. It is informed by the school's Behaviour Policy and reflects the values, ethos and inclusive practices of Lingey House Primary School.

At Lingey House Primary School, we are committed to:

- Promoting a culture where exemplary behaviour is expected, modelled and recognised.
- Ensuring every pupil feels safe, valued, respected and ready to learn.
- Supporting positive relationships among pupils, staff, and parents/carers, underpinned by mutual respect and empathy.
- Maintaining a calm, consistent and nurturing environment where behavioural expectations are clear and achievable for all.
- Recognising that some children will require individualised support and reasonable adjustments due to SEND, SEMH or trauma-informed needs.

We expect all members of our school community – children, staff, parents/carers and visitors – to uphold the school's core behaviour rules:

- Ready
- Respectful
- Safe

These rules are simple, clear, and consistently applied across all aspects of school life.

We recognise that behaviour is a form of communication and that some pupils may need tailored support to meet behavioural expectations. In line with the Equality Act 2010, we are committed to ensuring:

- Reasonable adjustments are made for pupils with additional needs.
- Behaviour is managed with fairness, understanding and compassion.
- Support plans and interventions are provided to enable every child to thrive.

The school promotes intrinsic motivation through the consistent use of praise, recognition and restorative approaches. Staff are expected to:

- Model calm and respectful behaviour.
- Prioritise building strong relationships with all children.
- Use positive reinforcement and relational time to promote good behaviour.

Children are encouraged to reflect on their actions, restore relationships when harm has been caused, and learn from their experiences.

The school's approach to managing behaviour is relational, preventative, and restorative. Sanctions are used proportionately and consistently, with the primary aim of restoring relationships and maximising time for learning.

Where necessary, more serious consequences may be used, including internal or fixed-term exclusions. Permanent exclusion is a last resort, used only when all other strategies have been exhausted or where a child's presence poses a serious risk to the safety or learning of others.

The Governing Body:

- Supports the school's behaviour principles and policy.
- Monitors the effectiveness of behaviour management.
- Ensures statutory responsibilities regarding exclusions and safeguarding are met.
- Challenges and holds school leaders to account for the consistent implementation of the policy.

We expect parents and carers to:

- Support the school's relational approach to behaviour.
- Work collaboratively with staff to promote good behaviour.
- Engage in restorative processes when appropriate.

Children at Lingey House are encouraged to contribute to shaping behaviour expectations and processes. Their views are regularly sought to ensure they feel listened to, supported and safe in school.

This statement of behaviour principles will be reviewed annually and updated as necessary to reflect statutory guidance, the school's vision, and the evolving needs of the school community.

Approved by the Governing Body

Date: 19/11/2025