



Lydbury North and Onny Primary Schools

Behaviour and Relationships Policy

A calm, consistent and relational approach based on the work of Paul Dix

Our three rules

READY

RESPECTFUL

RESPONSIBLE

1. Purpose and principles

We want every child to feel safe, valued and able to learn. Our approach is built on strong relationships, clear routines, high expectations and calm, consistent adults. We use the principles of Paul Dix's relational behaviour approach: adults model the behaviour we expect, notice positive behaviour, use predictable routines and respond to difficulties privately and respectfully.

This policy aims to:

- create a calm, safe and supportive environment in which all pupils can learn;
- teach behaviour explicitly rather than assuming children already know what is expected;
- promote self-discipline, responsibility and respect for others;
- ensure adults respond consistently, fairly and proportionately;
- prevent bullying, discrimination, harassment and victimisation;
- work in partnership with parents and carers; and
- provide appropriate support and reasonable adjustments for pupils with SEND or other additional needs.

2. Our three school rules

Rule	What this looks like
Ready	Ready to learn, ready to listen, prepared for activities and following agreed routines.
Respectful	Kind words and actions; listening to others; respecting differences, property and our school community.

Responsible

Making safe choices, taking responsibility for actions, caring for our environment and putting things right when something goes wrong.

3. The Paul Dix approach in practice

- Meet and greet: adults welcome children positively and notice them.
- Relentless routines: key routines are explicitly taught, practised and revisited.
- Calm adults: staff use calm voices, measured responses and consistent language.
- Positive noticing: adults deliberately recognise effort, kindness, responsibility and improvement.
- Private correction: wherever possible, behaviour conversations happen quietly and without public humiliation.
- Fresh starts: children are given the opportunity to reset and succeed.
- Restorative follow-up: after an incident, adults help pupils understand what happened, who was affected and how to repair the situation.

4. Recognition and rewards

Recognition is sincere, specific and linked to our three rules. We avoid creating a culture in which children behave only for prizes; rewards support, rather than replace, strong relationships and intrinsic motivation.

- Specific verbal praise and positive noticing.
- Positivity Notes sent home to recognise individual pupils who demonstrate positive behaviour, effort or contribution.
- Positive communication with parents and carers.
- Celebration and opportunities for responsibility.
- Class Positivity Points earned collectively when the class demonstrates the school rules and positive learning behaviours.

Class points	Collective recognition
30 points	10 minutes extra playtime
60 points	15 minutes extra playtime
100 points	A class prize agreed by the pupils and their teacher

5. Responding when behaviour falls below expectations

Adults respond in a calm, predictable and proportionate way. The purpose is to stop disruption, maintain safety, help the pupil regulate and teach a better choice. Staff may move through the following steps as appropriate; serious incidents may require an immediate senior response.

Step	Adult response
1. Reminder	A quiet reminder of the relevant rule and the behaviour we need to see.
2. Caution / choice	A clear, private statement of the choice available and what will happen next if the behaviour continues.
3. Take-up time	The pupil is given a short opportunity to make the right choice without further public attention.
4. Reset / reflection	A brief change of place, time to regulate, or supported reflection where appropriate.
5. Restorative conversation	When calm, the pupil discusses what happened, the impact and what needs to happen next.
6. Further support / consequence	For repeated or more serious behaviour, parents and senior leaders may be involved and an individual support plan or proportionate consequence may be used.

6. Restorative conversations

Restorative conversations are held when the pupil is calm. Staff adapt the language to the child's age and needs. Useful prompts include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected?
- What do you need to do to put this right?
- What could you do differently next time?

An apology may form part of repairing harm, but it should be meaningful rather than forced.

7. Serious or persistent behaviour

Some behaviour requires an immediate or escalated response, including violence, serious threats, discriminatory abuse, bullying, deliberate significant damage, possession of prohibited items, sexual harassment or sexual violence, or persistent serious disruption. The headteacher or senior leader will decide the appropriate response, taking account of safeguarding, SEND, the pupil's circumstances and the safety and rights of others.

Possible responses include increased supervision, loss of a relevant privilege, removal from a situation or classroom for a limited period, parent/carer meeting, an individual behaviour/support plan, internal support, suspension or, in the most serious circumstances, permanent exclusion. Suspension and permanent exclusion will only be used in accordance with current statutory guidance.

8. Bullying, discrimination and harmful behaviour

Bullying is behaviour that is repeated, intentionally harmful and involves an imbalance of power. It may be physical, verbal, relational, prejudice-based or online. The school does not tolerate bullying, discriminatory behaviour, sexual harassment or sexual violence.

- Concerns are listened to and acted upon promptly.
- Incidents are investigated, recorded where appropriate and followed up.
- Victims are supported and safeguarding procedures are followed where required.
- Parents/carers are informed as appropriate.
- Children who have caused harm are held to account and supported to change their behaviour.
- Prejudice-based incidents are challenged and addressed.

9. SEND, disability and additional needs

High expectations apply to all pupils, but fairness does not always mean treating every child in exactly the same way. The school will consider whether SEND, disability, communication needs, trauma, mental health needs or other relevant circumstances have contributed to behaviour.

- Reasonable adjustments will be made where required by the Equality Act 2010.
- Staff will consider known triggers and preventative strategies.
- Instructions, routines, reflection and consequences may be adapted to a pupil's needs.
- Where behaviour is persistent, the SENCO and parents/carers may be involved and specialist advice sought.
- For pupils with an EHC plan, the school will secure the provision in the plan and consider whether an early review is required where behaviour concerns are significant.

10. Safeguarding

A change in behaviour can be a sign that a child needs help or protection. If staff believe behaviour may indicate abuse, neglect, exploitation, peer-on-peer abuse or another safeguarding concern, they will follow the Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). Behaviour procedures will never replace safeguarding action.

11. Reasonable force and restrictive interventions

Staff may use reasonable force only where lawful, necessary and proportionate, for example to prevent injury, serious disorder, damage to property or the commission of an offence. Force is never used as a punishment. Staff should use prevention and de-escalation wherever possible and consider pupils' individual needs, particularly SEND.

In line with the statutory requirements effective from April 2026, significant incidents involving the use of force and incidents of seclusion will be recorded and reported to parents/carers as required. The school will follow the current DfE guidance on restrictive interventions.

12. Searching, confiscation and prohibited items

Searching, screening and confiscation will be carried out only in accordance with current DfE guidance and safeguarding requirements. Searches will be undertaken by authorised staff and with regard to the pupil's dignity, safety and individual needs. Parents/carers and the DSL will be informed where required.

Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco products, fireworks, pornographic images and articles that have been or are likely to be used to commit an offence, cause injury or damage property, together with any item identified in school rules as searchable.

13. Behaviour beyond the school gate and online

The school may respond to behaviour outside school, including online behaviour, where the pupil is representing the school, travelling to or from school, identifiable as a pupil of the school, or where the behaviour could threaten another pupil, affect the orderly running of the school or damage the school's reputation. Safeguarding and police referrals will be made where appropriate.

14. Mobile phones

Primary-aged pupils should not normally need to use a mobile phone during the school day. Where a pupil needs to bring a phone to school, this must be agreed with the school. The phone must be handed to the school office at the start of the day, kept securely and collected at the end of the day. The school will follow current DfE guidance on mobile phones.

15. Roles and responsibilities

The Trust / governing body

The Trust and governing body oversee the school's behaviour culture and monitor the effectiveness of this policy.

The headteacher

The headteacher is responsible for establishing and maintaining the behaviour culture, ensuring staff understand and apply the policy consistently, arranging appropriate training, monitoring patterns in behaviour data and ensuring the policy works alongside safeguarding and SEND duties.

All staff

- model calm, respectful and consistent behaviour;
- teach and reinforce routines and the three rules;
- use positive recognition and predictable responses;
- record significant incidents appropriately;
- seek support when behaviour may indicate safeguarding or additional needs; and
- work constructively with parents and carers.

Pupils

Pupils are expected to learn and follow the three rules, engage with routines, take responsibility for their choices and participate in restorative conversations where appropriate.

Parents and carers

Parents and carers are asked to support the school's expectations, share relevant information that may affect their child's behaviour, discuss concerns promptly and work in partnership with school.

16. Recording, monitoring and review

Significant behaviour incidents, bullying and discriminatory incidents, removals, suspensions, searches and restrictive interventions will be recorded as required. Leaders will review behaviour information to identify patterns, consider the experience of different pupil groups and check that the policy is being applied fairly. This policy will be reviewed at least annually and sooner if statutory guidance changes.

17. Linked policies

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy (where separate)
- SEND Policy and SEND Information Report
- Suspension and Permanent Exclusion Policy / Trust procedures
- Online Safety Policy

- Equality information and objectives
- Complaints Policy

18. Legal and statutory framework

This policy has been written with regard to current requirements and guidance for schools in England, including:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014 and SEND Code of Practice;
- Education (Independent School Standards) Regulations 2014, as applicable to academies;
- DfE Behaviour in Schools: advice for headteachers and school staff;
- DfE Searching, Screening and Confiscation guidance;
- DfE Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026);
- DfE Suspension and Permanent Exclusion statutory guidance (current from 26 July 2026); and
- Keeping Children Safe in Education and other current safeguarding guidance.

Appendix A - Staff quick guide

Do	Avoid
Meet and greet; notice the positive.	Public shaming or lengthy public lectures.
Use calm, brief, predictable language.	Raised voices, sarcasm or arguing.
Refer to Ready, Respectful, Responsible.	Inventing new rules or consequences in the moment.
Give take-up time and a chance to reset.	Demanding instant compliance through confrontation.
Follow up and restore the relationship.	Holding grudges or carrying an incident into the next lesson/day.
Seek to understand SEND and safeguarding factors.	Assuming the same response is fair for every pupil.

Appendix B - Suggested micro-script

“I’ve noticed that you are finding it difficult to be [ready/respectful/responsible]. The rule is [rule]. I need you to [clear instruction]. I know you can do this. Thank you.”

If behaviour continues: “This is your reminder. You can choose to [expected behaviour], or we will need to [proportionate next step]. I’ll give you a moment to make the right choice.”