



Ready, Respectful & Safe

Lily Lane Behaviour for Learning and Life Policy September 2026



Our vision:

Ready, Respectful and Safe: Behaviours for Learning and Life Policy

Vision: At Lily Lane, we create a community where every child feels safe, valued, and supported to thrive. Behaviour is understood as communication, and our responses focus on empathy, teaching, and connection rather than punishment. We aim to build strong relationships and a culture of respect, responsibility, and care.

At Lily Lane, our goal is to ensure that everyone is highly motivated and engaged by their experience with us, be it a pupil, staff member, parent or a community volunteer. Our school statement is, 'Let's Learn and Succeed Together' Children, staff and parents work actively in partnership to enable all children to realise their full potential.

Lily Lane treats all children with unconditional respect and has high expectations for children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations. The staff at Lily Lane believe that we are fair across the whole school. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

This policy seeks to set out a way of working with all children across school, setting clear boundaries and expectations and supporting all children in their learning journey at school. This policy should be considered alongside the SEND policy for children with additional needs.

CLIC school values: Respect, Responsibility, Resilience, kindness, Fairness, Empathy

Aims

We aim to foster belonging, teach positive behaviours explicitly, and respond to challenges with curiosity and compassion. Our approach prioritises restorative conversations, emotional regulation, and collaborative problem-solving with families. Clear boundaries and predictable routines remain, upheld through guidance and support rather than sanctions.

At Lily Lane, we understand that:

- All behaviours are a communication
- We need to have a non-judgmental, curious, and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Relationships (between staff and pupils and pupils and pupils) matter.

- Clear boundaries and expectations around behaviour need to be maintained.
- Changing how we respond to behaviour does not mean having no expectations, routines, or structure. To help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations, and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of our pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Once an incident has been defused, we may refer to options for a 'right choice'.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for our pupil's SEMH needs.
- We need to teach the behaviours we want to see and understand that behaviour is a form of communication.

We aim to:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help pupils develop a sense of worth, identity and achievement
- To help all pupils to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all pupils the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

At the core of this policy are our three overarching rules:

Be Ready

Be Respectful

Be Safe

All reflections and conversations about behaviour will be linked back to these three rules.

No matter who you are, what your role is, everyone has a part to play in creating ready, respectful, and safe citizens of the future. To do this, all adults, children, and parents within our community seek to learn and succeed together and, in our roles, support children to do this too.

TO BE READY RESPECTFUL SAFE:

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botheredness'
- Children want adults to:
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

All staff will:

- Meet and greet children with a smile at the start of the day
- See each day and interaction as a fresh start for all children
- Model positive behaviours and build relationships
- Praise and reward children regularly
- Never walk past or ignore children who are failing to meet expectations
- Challenge all inappropriate behaviour
- Always redirect children by referring to our school rules and values

Headteachers and The Senior and Middle Leadership Teams will:

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might

be required about the application of a particular rule, in such an instance we respectfully ask that

you speak to us as well as your child.)

- Inform school about any issues at home that might affect a child's learning or behaviour

Governors will:

- Support the school in its efforts to address issues related to behaviour management
- Monitor the effectiveness of the school's behaviour policy.
- Analyse data provided by the school to identify patterns and look at disproportionality across vulnerable groups.

All adults will support children to show Ready, Respectful and Safe behaviours.

Recognition

We celebrate effort, progress, and positive contributions through verbal praise, shared celebrations, and classroom recognition. Our focus is on intrinsic motivation and personal growth rather than external rewards.

- **Non-verbal rewards (thumbs up, smile)**
- **Verbal praise and recognition**
- **Showing work to another member of staff**
- **Stickers/stamps**
- **Proud wall in every classroom to celebrate those children demonstrating the CLIC school values (includes photos of each child)**
- **Certificates in assembly for child of the week, child of the term and dojo winner**
- **'Respect Champion' certificate in assembly received for celebrate the child who has shown respect (reason needs to be precise)**
- **Class dojo points – certificate and prize each week for the child with the most points**
- **In class certificates once a week to celebrate reader, writer, TT rockstar and Numbot of the week**
- **House points**

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

We understand that all children have different starting points and will recognise the progress made from a child's individual starting point.

Weekly		
Child of the week	Certificate and jumper	In assembly
Respect Champion	Certificate	
Dojo champion	Certificate and prize	
Best attendance (class)	Attendance bear	
House point winners		
Reader of the week	Certificate	In class
Writer of the week	Certificate	
TTRockStar of the week	Certificate	
Numbot Star of the week	Certificate	
Termly (Half termly)		
Child of the term	Certificate and jumper	In assembly
Value Star - Respect	Certificate	
Value Star – Responsibility	Certificate	
Value Star - Resilience	Certificate	
Value Star - Kindness	Certificate	
Value Star - Fairness	Certificate	
Value Star - Empathy	Certificate	
100% Attendance	Certificate and prize for one of the children	
Most Improved Attendance	Certificate and prize for one of the children	

Responses

When behaviour challenges arise, we seek to understand the underlying needs and emotions.

Responses include:

- restorative conversations
- reflection time
- supportive interventions rather than punitive sanctions.

Each situation is approached individually, with dignity and respect for the child. Staff will refer to [Lily Lane SEMH Toolkit.pptx](#) for further advice, guidance and strategies.

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will be on occasions some pupils who may struggle to follow agreed expectations. When a pupil is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made following discussions

between some or all of the following staff; Head Teacher, Deputy HeadYear group leader, Learning Support Behaviour Mentor, SENDCO.

Communication with parents/carers may take place. Not all inappropriate behaviours will require parents/carers to be informed.

What is inappropriate behaviour?

- **Racism, homophobia or sexism**
- **Bullying**
- **Name calling**
- **Physical aggression**
- **Refusal to work, co-operate or follow instructions**
- **Refusal to obey school rules**
- **Continual shouting out, interrupting or talking excessively in lessons**
- **Continually distracting or provoking other children**
- **Being disrespectful or inconsiderate towards others**
- **Using inappropriate language or swearing**
- **Destruction of school property or property belonging to others**
- **Using technology to create, share, view or store inappropriate images or messages**
- **Any form of cyberbullying, harassment, intimidation or misuse of digital devices and online platforms that causes, or has the potential to cause harm to others**

Whilst these behaviours are not acceptable, we recognise they may be expressions of unmet need, distress, anxiety, sensory overload, communication difficulty, or other underlying factors. At Lily Lane, we recognise that there will be times when children may struggle to regulate, communicate needs, or use appropriate strategies when distressed and may require further support. Staff will use the [Lily Lane SEMH Toolkit.pptx](#) for strategies to support these children.

School leaders will:

- Promote accountability for high-quality first teaching, ensuring all teachers take responsibility for implementing effective classroom strategies to support positive behaviour, engagement, and inclusion.
- Support and advise staff in managing learners with more complex and challenging behaviours
- Support staff to consistently follow this guidance
- With staff, keep good communication with parents in order to make positive changes
- Work in partnership with staff, children and families with external agencies and internal support

- Know their phase - what is working and what the trends for ready, respectful, and safe behaviour are: positive and negative
- Develop SEMH and behaviour interventions for a fixed term to support children
- Communicate with parents about the need for a reintegration timetable if things are going wrong and are risky or unsafe
- Make decisions about changes to provision, timetables that may be needed
- The Headteacher will make decisions about any use of internal or external exclusion, including **fixed term and permanent exclusion**. Any decisions around suspension and exclusion will be made on an individual basis.

www.gov.uk/government/publications/school-exclusion

All staff will:

- Treat all children with unconditional positive regard at all times.
- Nurture each and every child, treating them with respect and consideration at all times.
- Address behaviours separately to the child themselves.
- recognise that children may struggle to regulate, communicate needs, or use appropriate strategies when distressed
- at times and may need some additional support so that they learn and grow.

If a child is struggling, staff will use the following strategies:

- Praise, recognise the behaviours in the room that you want to see, that are RRS
- Humour
- Distraction – with a job or new activity but bring back to the initial choice when the distraction has worked
- Using a look, signal, or visual prompt
- Re-direct with a comment, feedback, or question on topic
- Private reminder, where possible
- Non-verbal communication/cues
- walk bys or check-ins – do this early to re-direct
- Catch the child being RRS as quickly as possible
- Quick whole class reminder and then quickly move on
- Ask – do you need some help? Or comment on work so far – I can see you have...now let us do the next bit together
- If concerns escalate and additional support is required, staff will use the school's wave support system.

Staff Guidance: All staff use calm, consistent language and restorative scripts designed to de-escalate situations and maintain dignity. Interactions are brief, respectful, and focused on helping the child reflect and repair relationships. Refer to [Lily Lane SEMH Toolkit.pptx](#) for further guidance and strategies to support children.

Responses may include:

- Gentle, discreet reminders about school rules and expectations
- Alternative seating with the class away from distractions
- Time out of the classroom in an alternative class or quiet space
- Reflection time – this could be with the class teacher during break or lunch time or with a member of SLT. Reflection time will always be meaningful and will be done when a child is regulated. Children will not routinely miss large amounts of their unstructured times.
- Restorative conversation to help resolve conflicts and repair relationships
- Internal suspension – parents will be informed and work set by the class teacher to be completed in another classroom. Internal suspension will be used when a child needs a longer reset and will always be followed by a supportive reintegration conversation with the class teacher.
- Suspension/Exclusion – Our goal is to avoid exclusion wherever possible by providing bespoke support packages, involving families and external agencies, and prioritising reintegration strategies. Exclusion is considered only when safety cannot be maintained through other means.

Behaviour at Lunchtime

Some children find unstructured times a challenge. As a school we will consistently seek out ways of supporting children where this is the case. All lunchtime negative behaviours will be recorded on CPOMS by either the Class Teacher or member of the leadership team under the behaviour lunchtime category. Concerns will be shared with parents by class teacher or member of leadership, depending on the level of concern.

All staff will reward positive behaviour where appropriate. Lunchtime Organisers and teaching assistants are required to perform supervisory duties including playtime supervision and will receive the same training around behaviour to ensure all staff follow this policy consistently. No hot drinks should be taken onto the playground or into class during a wet play. A minimum of three staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. When on duty, staff should circulate, encourage game playing and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff will always avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Movement in and around School

We pride ourselves on the way children move around school throughout the day. All movement around school is purposeful and staff see that all children are suitably supervised when moving around school. Children are expected to behave appropriately with an adult or not. Children will

be escorted to and from the playground by an adult. Adults in school will supervise children along the corridors as they return from the playground. Class teachers need to be in the playground ready for the end of playtime. Children should enter the building quietly and showing that they are ready to learn. All adults should be in classrooms at the end of playtimes to ensure the children are ready for learning, if for any reason this is not possible, children should wait in a line quietly outside the classroom for an adult.

Everyone in school will show **smart walking** around school – this means walking with hands behind your back or by your side (Unless walking up and down stairs when you will have one hand on the banister), with your head held high, looking proud.

When lining up, this will always be done in register order with the class teacher at the front of the one and additional adult at the back to supervise. There will be regular stopping points to ensure children are moving through school calmly and safely and accompanied by an adult.

Links with other policies

This policy very closely compliments many other policies and should be read in conjunction with other Lily Lane policies, including:

SEND

We recognise that repeated challenging behaviour can:

- Constitute a Special Educational Need in itself (concerns related to repeated challenging behaviours may warrant a child being placed on the SEN register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

Anti-Bullying Policy

Our school's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it should be clearly stated that Lily Lane Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players
- Statutory powers to discipline pupils who display inappropriate behaviour on the way to and from the school, for instance when travelling on the bus

- The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying

Serious violent behaviour towards staff or children will always be taken seriously and responded to immediately to ensure safety whilst understanding and addressing underlying causes.

Suspension/Exclusion

Exclusion is one of the options amongst a range of strategies that the Headteacher (or the Acting Headteacher in his or her absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted. The decision to exclude a pupil will be taken only: a) In response to serious breaches of the school's behaviour policy; and b) If allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school. Unacceptable behaviour which might result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Inappropriate behaviour
- Damage to property
- Theft
- Drug related incidents

If a child is at risk of exclusion, a bespoke package of support will be put in place for the child with the input and support of parents and outside agencies to help avoid exclusion.

Following a suspension, there will be a reintegration meeting attended by the child, parents and class teacher to support a positive return to school. These meetings provide an opportunity to discuss any concerns, identify support needs, and agree clear strategies to help the pupil make successful choices and fully re-engage with learning.

Physical intervention

All members of school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

DfE publication of guidance (April 2026)

- De-escalation strategies will always be used as the first response when a child is distressed, dysregulated, or presenting behaviours of concern. Staff should refer to the [Lily Lane SEMH Toolkit.pptx](#) for appropriate support strategies.
- Physical intervention will only be used when necessary to prevent injury, serious damage, and when de-escalation has been unsuccessful.
- All adults have a duty of care to take reasonable action to keep children and others safe. In an emergency, staff may use reasonable and proportionate physical intervention, even if they have not received specific physical intervention training. SLT and members of the inclusion team are Team teach trained and will always support where a situation has escalated.
- Any physical intervention must use the minimum force necessary and be proportionate to the level of risk presented.
- Staff should avoid causing injury wherever possible; however, in exceptional circumstances, this may not be entirely avoidable when preventing immediate harm.
- Any use of physical intervention must be reported to a member of the Senior Leadership Team and recorded on CPOMS.
- Following any restrictive physical intervention, a written record will be completed and parents/carers will be informed.
- Seclusion will only be used as a last resort and solely to reduce an immediate risk of harm to the child or others.

If a child's behaviour is regularly unsafe towards self, other children and/or adults/property, we will complete a Risk assessment plan which will include a Positive handling plan and set targets to support their behaviour in school.

Rights Respecting Schools Link

Our approach to behaviour is grounded in the principles of the UN Convention on the Rights of the Child (UNCRC). We use rights-based language to help pupils understand that their actions affect not only themselves but the rights of others within our school community. Staff model respectful dialogue and explicitly reference children's rights when supporting pupils to reflect, repair relationships, and make positive choices. By embedding rights-respecting language into everyday interactions, we promote accountability, empathy, and a shared understanding that every child has the right to be safe, to learn, and to be treated with dignity. This approach

supports the development of self-regulation, respectful relationships, and a positive school culture where rights are upheld by all.

Universal approaches

These approaches will be used in all classrooms and by all members of staff throughout school:

- 1) Agreed scripts to be used by all adults (These should be worn on lanyards so readily available)

Reset (at the door/in private)

1. 'Are you ok? I thought it would be better to talk away from everything.'
2. 'I asked to speak to you as I noticed your struggling with the learning.'
3. 'This is just a pause. I want to get you back in and learning'
4. 'We've agreed that safe is one of our rules, I need you to...'
5. 'What can I do to help you, right now, to get back to learning?'
6. 'Ok, breathe, we need to go again.' or 'When we go back in, I'm going to make it easy for you to walk to your desk without fuss'

Assertive phrases

'Do you remember yesterday when you had a go at that writing? That's the Ronnie I need to say today'
'You're going to be brilliant at this task, so I'll be here to support'.
'You're going to start this now...'
'I know you're going to write that down in the next minute...' 'Thank you for listening to the instructions, let's write the title'

Reset - Fogging

1. Ignore the confrontation
2. Acknowledge feelings- 'I understand, I know you're frustrated.'
3. Acknowledge feelings again- 'I hear what you're saying, maybe you're right.'
4. Assert what you need them to do, whilst ignoring and acknowledging feelings.

Help scripts – to be used to offer support to someone supporting a child with challenging behaviour

Stage	What might happen	Script	Possible	Outcome
Stage 1	Child is dysregulated with an adult (A) supporting, an adult (B) walking by wants to offer support OR Wave support arrives and an adult is already supporting.	"Help is available"	Adult (A) accepts help and directs adult (B) - a job, fresh face, positive handling, fetch equipment Or Adult (A) declines the support and adult (B) moves away	Adult (B) has offered support without causing: further dysregulation re escalation taken over a situation Adult (A) remains in control of the situation especially as they know why the dysregulation has occurred No discussion of behaviour has taken place in front of child
Stage 2	Same child is dysregulated with same adult supporting, am	"More help is available"	Adult (A) accepts help and directs adult (B) - a job, fresh face, positive	Adult 2 has offered support without: further dysregulation

	adult walks by again and wants to offer further support or offer again		handling, fetch equipment Or Adult (A) declines the support and adult (B) moves away	• re escalation • taken over a situation Adult (A) remains in control of the situation especially as they know why the dysregulation has occurred No discussion of behaviour has taken place in front of child
*Stage 3 Only used when absolutely necessary after multiple check ins	The situation does not seem to be improving and you are concerned: Adult (A) needs support but might not recognise this Adult (A) may be escalating the situation with realising– not trusted adult, adult present when incident occurred etc	“Miss/Mr. _____ there is a phone call as the office for you”	Adult (A) must leave the situation Adult (B) takes over as a fresh face	Adult (B) has supported Adult (A) to swap an adult with keeping dignity intact

2) Zones of Regulation

At our school, we recognise that behaviour is a form of communication and that children’s ability to manage their emotions develops over time. To support this development, we use the **Zones of Regulation** framework across the school. This approach provides pupils with a shared language for understanding their feelings, recognising their internal state, and learning strategies to regulate their emotions and behaviour. The Zones do **not** replace behaviour expectations; instead, they help children gain the emotional literacy and self-regulation skills needed to meet them.

All staff and pupils use the four colour-coded Zones to describe feelings and levels of alertness:

- **Blue Zone** – low states of alertness: sad, tired, unwell, bored
- **Green Zone** – calm, focused, ready to learn

- **Yellow Zone** – heightened alertness: worried, excited, frustrated, silly
- **Red Zone** – very heightened emotions: anger, panic, loss of control

Further information about the zones of regulation and regulation can be found in the [Lily Lane SEMH Toolkit.pptx](#)

3) Class Dojo

We use Class Dojo as a reward system where children earn points throughout the day for a variety of reasons. This will usually be linked to our school values. Points are shared with parents through the Class Dojo app and will never be deducted for negative behaviours.

4) Calm manner at all times

We understand the importance of a calm, predictable environment for our children. Adults will not use shouting as a behaviour management tool and will ensure their demeanour is always calm and approachable. When addressing behaviour, a firm tone may be used and raised voices will only be used when in busy or noisy environments to be gain attention.

5) Welcome at the door

All children will be welcomed at the classroom door by their class teacher or adult teaching the class using the welcome poster displayed on the door to choose a greeting. Teachers will stand by their classroom door from 8:40am when children begin entering the classroom and ensure every child is greeted in the same manner.

6) Logical consequences

When responding to behaviour incidents, adults will always 'praise in public and correct in private'. This means that when dealing with challenging or low level behaviour, adults will speak to the child quietly in private and will avoid speaking to other staff about behaviour in front of the child as we understand this can lead to further escalation for the child. Adults will not routinely remove playtime or lunchtimes from whole classes as a behaviour management technique.

7) Helicoptering

During lessons, adults will ensure they are routinely moving around the classroom to support children, assess understanding and address misconceptions. This will also ensure that low-level disruption is addressed immediately to avoid disruption to learning.

It is vital that staff look after their own wellbeing as we understand dysregulated adults cannot support dysregulated children. All staff have access to the employee assistance programme as well as internal support pathways.