CRAYKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Respect | Friendship | Forgiveness | Determination
"Follow your pathway and we grow together with confidence"

Relational Behaviour Policy

Crayke Church of England Primary School

Approved by:	FGB	**Date:** October 2026
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Relational Behaviour Policy – Crayke Conduct

'All Behaviour is Communication'

Policy Statement: Crayke CE Primary School is 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. This is summarised in our approach known as Crayke Conduct. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Rationale: The rationale that underpins all of our work in managing behaviour is our shared understanding that all behaviour is communication. We firmly believe that both academic and personal outcomes for children are maximised when they form positive relationships with staff and each other and see school as a place where they are listened to, understood and feel safe. We do not believe in a one size fits all approach and understand that to secure excellent behaviour and attitudes from all of our pupils we all need to know what makes each and every child tick and the best way to support them in varying situations. Ours is a very personal and adaptable approach.

Aims:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the
- consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote resilience (Crayke Growth Mindset).
- To ensure that excellent behaviour is a minimum expectation for all.

What is the standard of behaviour expected at Crayke CE Primary School?

Our school vision encourages pupils to "Follow your pathway and grow together with confidence." Our expectations of behaviour focusing on this, complemented by our school rules and our school values.

Our school rules are:

Ready	**Respectful**	**Safe**
We are ready to learn, we work hard and never give up	We are kind, honest and polite	We keep ourselves and others safe
This means we…		
* Have high expectations of ourselves * Admit our mistakes and learn from them	* Demonstrate respect for peers, adults and property, with exemplary manners *Show tolerance and understanding of others who may not find meeting our expectations as easy as others and we do not accept any form of bullying, harassment, abuse or discrimination	*Create a safe environment for everybody *Move around school calmly and safely

Our school values are:

- **Friendship** – we include everyone, using kind words and actions
- **Forgiveness** – we are honest and we learn from our mistakes
- **Respect** – we are active listeners who look after our belongings and each other
- **Determination** – we try our best, aiming high without giving up

The importance of consistency:

• Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
• Consistent **follow up**: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
• Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
• Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
• Consistent, simple **rules and expectations** referencing promoting appropriate behaviour
• Consistent **respect from the adults**: Even in the face of disrespectful learners!

Rewards and Sanctions: Our policy is based on a positive approach which incentivises children to make good choices through a simple system of rewards. Rewards will be applied consistently across the school with clear criteria communicated to children so they understand how to earn recognition. Staff will receive regular training on positive reinforcement techniques to ensure equity and fairness.

Children are rewarded in the following ways:

- Recognition Board
- Good news texts or phone calls
- Verbal praise
- Team points
- Stickers
- Certificates
- HT awards
- Work being displayed

This list is not exhaustive.

All staff will:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all pupils.
5. Use a **visible recognition** mechanism throughout every lesson (Recognition Board).
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
8. **Never ignore** or walk past pupils who are behaving badly.

Senior leaders will:

• Meet and greet pupils at the beginning of the day
• Be a visible presence around the site and especially at transition times
• Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
• Regularly share good practice
• Support staff in managing pupils with more complex or entrenched negative behaviours
• Use behaviour data to target and assess school wide behaviour policy and practice
• Regularly review provision for pupils who fall beyond the range of written policies

Supporting self-regulation: When children are finding it challenging to uphold our values or struggling to regulate themselves, we have a number of strategies that are used to support them.

Classroom Displays: Every classroom has our School Values and British Values prominently displayed so that staff can quickly remind children of our expectations. The emphasis is on finding out why a child is behaving like they are and then solving the root of the problem rather than meaningless punishments which often have very limited and short-term effects.

Intervention: We recognise that not all children find self-regulation easy to manage and may require extra support outside of the curriculum for this. This may be in the form of sensory time, teaching calming, relaxation and de-escalation techniques, developing vocabulary to express emotions and feelings, receiving nurture time to develop strong trusting relationships or developing social skills and turn taking etc.

Curriculum: Our PSHE curriculum teaches all children about different feelings and emotions and how to deal with them. It also teaches them acceptance and tolerance of those who may not find this as easy as others.

Personal Development: Our wider work on personal development to support behaviour is done through our personal development curriculum and pupil offer. This is predominantly done through collective worship where our school values are regularly revisited and children learn about the rule of law through their work on Modern British Values. Staff carefully model what we expect through all of their interactions with pupils showing mutual respect, understanding and fairness in a calm and controlled manner.

Working with parents and recording/tracking behaviour:

We believe that strong relationships with parents is essential and a powerful tool to help children regulate their behaviour and access support to improve behaviour when it falls short of our expectations. We also believe that recording behaviour can help us to identify patterns and trends which can help us to support regulation and know when extra supervision, support or intervention may be needed. To enable this, we keep records of behaviour and have a clear and consistent protocol as to when parents should be informed and what should be recorded centrally:

Minor Incidents:

For these we use a graduated response approach:

A graduated approach to supporting self-regulation	
Step 1 **Reminder**	Reminder by an adult linked to school values.

Step 2a **Reframe** ***(Micro-script)***	**The emphasis at this stage must be on the child taking responsibility for their actions and attempting to achieve self-regulation from the support offered.** A reminder of the expectations "*Ready, Respectful, Safe"* delivered privately, wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Step 2b **Re-engage** ***(Time in)***	Offer of support to self-regulate – most appropriate help to be decided by the adult – time in, move seats, talking to an adult, staying close to an adult so they can be monitored more closely.
Step 2c **Relocate** ***(Time out)***	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
Step 3 **Formal support**	If step 2 is not successful and the behaviours continue, then a senior member of staff should be called for support. The support should be short and effective in helping the child self-regulate, not a telling off or an ineffective sanction. The type of support should be decided upon by the member of staff and aim to make sure the child misses as little learning/social time as possible and that other children are disrupted/affected as little as possible. This could be supporting the child in class or on the playground to settle and then checking on them regularly. Talking to the child to try to find out why we are seeing this behaviour, reminding them of the values, helping them to practice a skill such as walking in the corridor, or playing nicely without being rough. It must not be sat out of class/break in an office doing work or standing in the corridor for a set period of time. This needs to be recorded briefly on CPOMs by the person who delivered the support.
Repair	Use of Post Incident Learning questions to repair the situation. See Appendix 1 for further details.
Step 4 **Parents**	If step 3 happens 3 times in a half term, parents to be invited for a meeting to discuss: • What we have tried so far • What our expectations are • What the next step will be There will be a monitoring period of 2 weeks and an action plan will be put in place to be reviewed after two weeks. This should be recorded on CPOMs by the senior leader who leads the meeting

	and a record of the meeting recorded on CPOMs and a copy home to parents.
Step 5 Formal action	If the action plan Is not successful over the monitoring period, more formal procedures will begin, these could be; a referral to an outside agency, internal or fixed term exclusions.

Serious incidents:

Records of serious incidents such as swearing, physical aggression or assault, destruction of school property, bullying or threatening or discriminatory language should be reported to the DSL or DDSL immediately. These must be logged on CPOMS and the parents contacted the same day, where possible, to be made aware of the incident. A record of this contact and resulting actions will be uploaded to CPOMS. If 3 serious incidents are recorded in a half term the exclusion process may be triggered.

Continuous serious behaviour:

If three serious incidents are recorded on CPOMS within a half term and behaviour continues to be of an unacceptable standard, then an exclusion will be considered. If one single serious incident is deemed serious enough an exclusion may also be considered at the discretion of the HT.

The Exclusion Process:

This may be an internal exclusion where the child works in isolation from their class mates for a set period of time and loses privileges such as playtime and any class trips or special activities.

An external exclusion may also be issued where the child is not allowed to come to school for a set number of days. This decision can only be made by the HT.

Permanent Exclusion:

This will only happen in the most extreme of circumstances where very other avenue has been explored and multi-agency intervention has failed to support the child and their family in improving behaviour sufficiently so that it is consistently of an acceptable level to allow the child and others to learn.

The Exclusion Process at a Glance:

Stage 1	Parents informed that 3 serious incidents have been logged on CPOMS or there has been one incident that is serious enough to warrant an exclusion and are invited to meet with the Head teacher and the class teacher. The child is placed on report for a fixed period of time. At the end of each lesson and break they must report to the Head teacher to have their report card checked. They may have to miss all or part of break times. If things do not improve the child will move to stage 2.

Stage 2	At this stage the child will be placed on internal exclusion for a fixed number of days. The parents will be invited to a meeting to inform them of the decision. Internal exclusion means that the child will not be allowed to work with their class and will instead work in isolation in the office under the supervision of the Head teacher or a senior member of staff. The child will have separate playtimes and lunchtimes and will not join in with any class events. If behaviour does not improve at this stage the child will move to stage 3 and external support/advice may be sought. This might include: Referral to the educational psychologist/behaviour support teacher. Completion of an Early Help Assessment with parental permission by the HT. An individual behaviour plan may also be written by the class teacher to support improvement in behaviour and a risk assessment if required.
Stage 3	If none of these sanctions are effective and the child continues to disturb the education of others within the school then the Head teacher will begin a process of a fixed- term exclusion. The parents will receive an exclusion letter and the local education authority will be informed via e-mail. The fixed term exclusion can start at anything up to 5 days and will be for a longer period of time every time it is issued. The length is determined by the Head teacher depending on the severity of the incident (s). After a period of a 5 day fixed-term exclusion, a member of the Governing Body and the Local Authority will be involved in meeting with the child's parents and Head teacher to discuss the next course of action and a permanent managed move to another school or pupil behaviour unit.

Use of Reasonable Force

The DFE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013, states that:

● All members of school staff have a legal power to use reasonable force.

● This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

They define reasonable force as:

● The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

● Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

● 'Reasonable in the circumstances' means using no more force than is needed.

● As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

● Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

● School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

It states that reasonable force can be used at the following times:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

• The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

• use force as a punishment – it is always unlawful to use force as a punishment.

All staff will receive regular training and updates on the use of reasonable force, including de-escalation strategies and legal responsibilities. All incidents involving reasonable force must be recorded on CPOMS with full details and reported to parents promptly.

At Crayke CE Primary School, reasonable adjustments for disabled children and children with special educational needs (SEN) will be made.

Searching and confiscation

We expect children to leave all toys and other items not conducive to learning at home. A teacher may confiscate an item, keep it safe and then return it to the child at the end of the school day. Items include

- Toys
- Mobile phones
- Electronic devices such as tablets, hand held consoles
- Sharp items
- Sweets and chewing gum

If an item is dangerous, illegal, harmful to others or themselves, the child's parents or carers will be informed. Likewise, teachers may search a pupil if they are concerned that a pupil has an item which is dangerous, illegal, harmful or inappropriate to themselves or others. 'Prohibited items' include a knife or weapon, alcohol, illegal drugs or stolen items.

Bullying – taken from the Anti-Bullying Policy:

The school does not tolerate bullying of any kind towards adults or children.

Definition:

Bullying is an action taken by an individual or group which hurts another physically or emotionally. It is done intentionally, it is repeated over time and it is unprovoked. Bullying is often difficult to stop without help, with the victim feeling that they cannot defend him or herself, because of an imbalance of power. Victims of bullying experience fear, pain, anxiety and distress.

It is important for all members of our school community to understand that bullying is not: An occasional falling out of friends, name-calling, arguing or physical encounter. Bullying is when such a behaviour takes place several times on purpose (STOP). All children fall out or say things when they are upset. This is a natural response and learning how to mend friendships is an important part of growing up and developing social skills. It is important to acknowledge that it is natural for occasional problems of this type to occur and that these are not classed as bullying.

EQUALITY ACT 2010:

In line with the Equality Act 2010 school will deal with, record and report to Governors any one off or ongoing negative comments or slurs based on the following characteristics which are protected by law: age, race, religion or belief, sex, sexual orientation, disability or gender reassignment.

TYPES OF BULLYING:

Emotional: being unkind, excluding, tormenting, ridiculing, humiliation.

Verbal (Direct or indirect): name-calling, teasing, making threats, spreading malicious stories.

Physical: hitting, kicking, pinching, throwing things at someone, taking or hiding someone's belongings.

Racial: racial taunts, graffiti, gestures, ridiculing culture or religion.

Sexual: unwanted physical contact, or sexually abusive or sexist comments.

Homophobic, biphobic or transphobic: because of or focusing on sexual orientation

Cyber: using technology to cause offense, e.g. sending offensive text messages or misusing Internet chat rooms.

Disability-related: negative remarks, gestures or actions made to someone relating to their disability or special educational need. This is not an exhaustive list.

Please see the separate Anti-Bullying Policy for further guidance.

Multi-agency meetings

Where children reach the level of a fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as SEMH. At this point (or before) it might be appropriate to call a multi-agency meeting to discuss alternative strategies that might be used. The people who may be called to this meeting include:

The head teacher/SENCO

The class teacher

TA if involved with the child

A member of the relevant external agencies (e.g. C&F worker, children's social care, Ed. Psychologist)

A representative from the Local Authority

Parents/Carers

The outcome of this meeting should be discussed by the Head teacher, with the parent of the child and the child themselves. A review date should also be set.

The above procedures will be successful at managing behaviour with most children but there are of course some children for which these methods will not work.

Pupils with Social, Emotional and Mental Health Difficulties (SEMH)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the standard procedures used may have little effect upon the child. In these cases, different approaches may be necessary and 'personalised' according to the needs of the child. These adaptations are the responsibility of the class teacher. Options for supporting children who fall into this category could include:

- Involvement in social groups
- Support from an individual TA.
- Adapting the curriculum
- Individually adapted reward systems
- Mentoring
- Giving the child responsibilities
- Having lunch at home for an agreed period
- Pastoral support
- Temporary part-time timetables

It is also crucial to remember and understand that for some of these children:

- Friendships and relationships are crucial
- A chaotic home life may be being experienced
- They may find it difficult to accept praise
- Actions are not easily linked with consequence
- Feeling 'cornered' may result in extreme reactions

Appendix 1 – Crayke Conduct

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CRAYKE CONDUCT

Visible Consistencies	Our School Rules and Values	Rewards

• Meet, Greet and Smile
• Recognition Board
• Wonderful Walking
• Post Incident Learning
  • *What happened?*
  • *How did that make you feel?*
  • *What could you do the next time you feel that way?*
• Adults outside and inside first
• Children walk inside at end of play
• Staff always respond – everyone accountable
• Be calm and give time when going through incidents
	Ready
	Respectful
	Safe
	
	Friendship
	Forgiveness
	Respect
	Determination
		• Verbal praise
		• Work shown to others
		• Team points
		• Stickers
		• Good news texts
		• Good news phone calls
		• Values Certificates
		• Recognition Board
		• Extra playtime
		• Headteacher Awards
		• Work displayed
		• Sports Awards
		• Kindness Awards
		• 1 Decision Awards
		• Time with animals
		• Attendance certificates

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you.*
John 15:16

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Appendix 2 – Home School Agreement

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Crayke CE Primary School
Home School Agreement 2026/2027

School will:	Family will:	Children will:
Provide a safe and happy environment where all are valued, enabling your child to be the best version of themselves.	Fulfil our legal responsibility to ensure your child arrives at school on time and is collected on time.	Always try your hardest to follow our school rules, remembering to be **Ready, Respectful** and **Safe**
Provide high quality teaching and support by means of a broad and balanced curriculum which considers children's individual needs in line with our school vision and values, in a positive and stimulating learning environment.	Be committed to good school attendance by ensuring your child attends regularly and informing us by 9:30am on the first day of absence by contacting 01347 821767 or admin@crayke.n-yorks.sch.uk	Follow our school core values: **Friendship** – we include everyone, using kind words and actions **Forgiveness** – we are honest and we learn from our mistakes **Respect** – we are active listeners who look after our belongings and each other **Determination** – we try our best, aiming high without giving up
Model and develop Christian values.	Support the school with our uniform expectations including PE kit, homework policies and with regular reading at home. Support the school policies and guidelines regarding behaviour.	Take responsibility for your own learning and behaviour and bring a positive attitude to school every day.
Keep you informed of your child's progress and welcome your involvement in the learning process.	Attend Parent Consultation Evenings and any other school meetings to discuss your child's progress and support their learning.	Share and talk about any problems you have and ask for help when you need it.
Inform you about what we teach the children each term and provide homework and reading diaries.	Conduct discussions with staff in a respectful manner, raising any concerns directly with the school.	Go to bed at a sensible time during the week to ensure you have enough sleep to be ready to learn the next day.
Teach your child to develop a positive attitude towards everyone regardless of differences.	Ensure that access to online devices and games is restricted (especially overnight) and that your child only has access to age appropriate games.	Follow the rules on using devices safely in school – iPads, laptops and Chromebooks. Leave all other electronic devices at home including Smart watches and phones.
Set high expectations by encouraging children to do their best at all times, both academically and socially.	Make the school aware of any changes, concerns or problems which might affect your child's progress e.g. changes in home circumstances. Keep the school informed of any changes of contact details.	Read at home and bring my reading record into school every day.

Parent/carer name: _____ Child's name: _____
Parent/carer signature: _____ Date: _____

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Appendix 3 – OPAL Charter

Our OPAL Charter

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- We have the right to play and enjoy OPAL.
- We have the responsibility to make sure everyone enjoys playtime by making sure:
  - everyone chooses what to play
  - we share equipment fairly and kindly
  - we take care of the equipment
  - we treat each other how we like to be treated
  - we keep everybody safe
  - we are kind to others
  - we help people if they need us
  - we allow people to join in games
  - we ask grown ups if we need help to sort out our problems
  - we listen to one another
  - we play safely.







Appendix 4 – Behaviour Policy on a Page

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Crayke CE Primary School Behaviour Policy Quick Read

How does my child know the school's expectations of behaviour?	Our school ethos, values and rules combine to create the behaviour culture within our school – Crayke Conduct. We have high expectations and our staff are consistent and fair. Our expectations are actively communicated to encourage all pupils to reflect the values of our school.
What is the school doing to encourage good behaviour?	• Making the school a happy and welcoming place to be • Using a variety of rewards including Recognition Board, team points, good news texts, stickers and certificates • Communicating with parents about their child's behaviour • Helping and working closely with families that need support • Looking carefully at behaviour data to spot patterns and areas to improve
What can I as a parent do to help?	We value our home school partnership and the support we receive from you. Communication is vital to the success of this partnership and we hope that you reinforce our behaviour expectations at home.
Who can I talk to if I am worried about my child's behaviour?	We have an open door policy and we are all here to help. If you have any concerns please contact your child's teacher, office staff or Mrs Jackson and we will be happy to help.
What will happen if my child says they are being bullied?	We have a zero tolerance approach regarding bullying of any kind. We teach our children about what bullying is – and isn't – and what it looks like. We treat incidents seriously, quickly and effectively.
What happens if my child displays poor behaviour at school?	• Staff are trained in managing poor behaviour. • They will respond promptly to disruptions to learning, in order to maintain a calm, safe learning environment and to safeguard all pupils. • If poor behaviour persists, the pupil will be asked to see Mrs Jackson and parents/carers will be contacted.

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