

Skirlaugh CE Primary School

“Whatever you do, work at it with all your heart”

Be Brave ~ Be Kind ~ Be Your Best



Behaviour and Relationships Policy

Approved by Governors

Summer 2026

Last Renewal Date

Summer 2026

Next Renewal Date

Summer 2028

1. Christian Vision and Ethos

At our school, every member of the community is encouraged and supported to live out our Christian vision:

“Whatever you do, work at it with all your heart.”
— Colossians 3:23

This vision lies at the heart of all that we do and underpins our approach to behaviour, relationships and personal development. We believe that every child is uniquely created and loved by God and should therefore be treated with dignity, compassion and respect. Our aim is to nurture children who are not only successful learners, but who also grow into thoughtful, responsible and caring members of society. We believe that children flourish best in an environment where joy, kindness and belonging are visible in daily school life.

We are committed to creating a calm, safe and purposeful environment where all pupils can flourish academically, socially and emotionally. We believe that excellent behaviour is built through strong relationships, clear expectations and consistent adult guidance. Pupils are taught to understand both the impact of their actions and the importance of making positive choices, even when these choices are difficult.

To help us live out our vision on a daily basis, we follow our school motto:

Be Brave – Be Kind – Be Your Best

These simple but powerful principles shape our behaviour culture and provide pupils with a clear understanding of how we expect members of our school community to behave towards themselves and others.

2. Aims of the Policy

This policy aims to ensure that all pupils are able to learn in a calm, orderly and supportive environment where disruption is minimised and relationships are positive. We seek to develop children who are self-disciplined, reflective and able to take responsibility for their actions.

Our approach is rooted in high expectations alongside compassion and understanding. We want pupils to feel safe, valued and respected while also understanding that everyone has a responsibility to contribute positively to the life of the school.

Through this policy, we aim to:

- establish a strong and consistent behaviour culture across the school;
- teach pupils the behaviours and routines necessary for successful learning;
- recognise and celebrate positive behaviour and character;
- support pupils to reflect upon and improve their behaviour choices;
- work in partnership with families to maintain high standards of behaviour.

3. Our Behaviour Curriculum

At our school, we believe that positive behaviour must be taught explicitly rather than simply expected. Just as pupils are taught academic knowledge and skills, they are also taught how to behave well, regulate their emotions, build positive relationships and contribute to the school community.

Children are taught the routines, habits and behaviours that enable learning to take place successfully. These expectations are revisited regularly through collective worship, classroom discussion, modelling by adults and reflective conversations. Staff consistently reinforce expectations so that pupils understand what positive behaviour looks like in different situations, including within classrooms, around school, on the playground and in the wider community.

Adults play a vital role in modelling calmness, respect and kindness. Pupils benefit from a consistent approach from all adults across the school; this ensures a strong behaviour culture where pupils feel secure and expectations are understood by all.

4. School Expectations

Our motto, *Be Brave – Be Kind – Be Your Best*, provides the foundation for behaviour across the school. These expectations apply throughout all aspects of school life, including in the classroom, playtimes, educational visits, extra-curricular activities, online interactions and when representing the school within the community.

Be Brave

- We try new things
- We embrace challenge
- We ask for help when needed
- We speak up when things are not right
- We stand up for ourselves calmly and respectfully
- We admit mistakes and learn from them

Be Kind

- We use kind words and actions
- We show respect to everyone and everything
- We listen carefully to others and share our own views respectfully
- We look after each other, our school and our world
- We care for our environment and make choices to protect it
- We forgive and make things right when mistakes happen

Be Your Best

- We always try our best
- We follow instructions so everyone is safe and able to learn
- We take pride in our work
- We wear the correct school uniform with pride
- We make good choices even when no one is watching

5. Mobile Phones and Smart Devices

In line with current DfE guidance, Skirlough CE Primary School is a mobile phone-free environment during the school day. Pupils are not permitted to use mobile phones or smart devices (including smart watches with communication or internet functions) on the school site during school hours.

Where a pupil needs to bring a mobile phone to school, it must be handed in to the school office on arrival. The device must be switched off before it is handed in and will be stored securely until the end of the school day. Pupils must collect their device from the school office at home time.

The school recognises that some pupils may require access to devices for medical, safeguarding or SEND-related reasons. Any exceptions will be agreed on an individual basis with the school.

Mobile phones and smart devices are brought onto the school site at the pupil's own risk. The school accepts no responsibility for any loss, theft or damage to personal devices, including those that have been handed in for safe storage. Parents/carers remain responsible for ensuring that any device brought into school is appropriate and meets the expectations set out in this policy.

6. Roles and responsibilities

Governors

Governors are responsible for:

- Ensuring the school has an effective behaviour policy
- Monitoring behaviour and exclusion data
- Supporting leaders in maintaining high standards

Headteacher and Senior Leaders

Leaders are responsible for:

- Establishing a strong behaviour culture
- Ensuring consistency across the school
- Supporting staff with behaviour management
- Monitoring patterns and trends
- Ensuring behaviour systems are fair and inclusive

Staff

All staff are responsible for:

- Modelling respectful relationships
- Maintaining high expectations
- Teaching expected behaviours explicitly
- Applying this policy consistently
- Supporting pupils to reflect and improve
- Recording significant incidents appropriately

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations
- Work in partnership with staff
- Communicate respectfully with school staff
- Reinforce school values at home

Pupils

Pupils are expected to:

- Follow school expectations
- Take responsibility for their behaviour choices
- Show respect to others
- Engage positively in restorative conversations

7. Positive Behaviour and Recognition

We believe that recognising and celebrating positive behaviour is essential in building a strong school culture. Pupils should feel proud when they demonstrate our values and contribute positively to the life of the school. We celebrate success, effort and personal growth so that children experience the joy of learning and achievement

Stamp Passports

In Years 1 to 6, pupils collect stamps in individual stamp passports. These recognise effort, positive attitudes to learning and demonstration of the school's values and motto. Over time, stamps accumulate towards a range of awards and badges including Bronze, Silver and Gold recognition levels which are received in the weekly headteachers' award worship. This system encourages sustained effort and reinforces the importance of consistently making positive choices.

Headteacher's Awards

Pupils may also receive a Headteacher's Award at any point in the week for exceptional work, attitudes or achievements. Children are regularly sent to the Headteacher to celebrate learning that demonstrates excellence, perseverance or pride. Children receive a certificate which is celebrated during Friday worship.

Shining Star and Values Awards

Every half term, one child from each class receives either a *Shining Star Award* for excellence or a *Values Award* linked to one of our core values of courage, compassion, respect or joy. These celebration

assemblies are an important opportunity to publicly recognise children who consistently model the values of the school.

Headteacher's Afternoon Tea

In addition, teachers nominate pupils for a special afternoon tea celebration recognising “Always Children” — pupils whose behaviour and conduct consistently reflect the high standards and expectations of the school community. We believe it is important that children who consistently “do the right thing” are recognised and valued.

Rewards in the Early Years Foundation Stage

Within EYFS, behaviour systems are adapted appropriately to meet the developmental needs of younger children. Positive reinforcement is immediate, visual and highly relational. Rewards and recognition may include, but are not limited to:

- Individual rewards such as stickers
- Headteacher's Awards for work which demonstrates excellence
- Star of the Week awards
- Individual tokens for demonstrating the school values which contribute to a whole class reward to encourage teamwork, cooperation and collective responsibility

8. Responding to Misbehaviour

We recognise that behaviour can communicate an unmet need or difficulty, and staff seek to understand underlying causes while maintaining clear expectations and boundaries. We seek to respond to behaviour calmly, consistently and respectfully. While high expectations are essential, we also recognise that children require guidance and support to learn from mistakes and make better choices in the future.

Staff address disruption promptly and consistently so that the learning of others is protected and classrooms remain calm and purposeful. Staff use a consistent stepped approach to behaviour management to ensure fairness and clarity for pupils.

Step 1: Redirection

Initially, pupils may receive a subtle warning or non-verbal reminder to redirect behaviour. This is framed positively to demonstrate the behaviour that we want to see.

Step 2: Reminder

If the behaviour continues, a clear verbal reminder is given so that the child understands both the expected behaviour and the consequences of continuing to make poor choices.

Step 3: Reflection

Where behaviour still does not improve, pupils receive an amber card which indicates that a reflective conversation will take place during the next break in learning, such as playtime or lunchtime. This consequence is designed not simply as a punishment, but as an opportunity for learning and reflection. Children will complete a reflection log at this stage either in the classroom or on the playground dependent on where the behaviour has taken place.

Step 4: Parental Contact

Where pupils repeatedly require reflection time for similar behaviours, class teachers may contact parents in order to work collaboratively to support improvement.

9. Reflective Conversations

Our approach to consequences is reflective and restorative in nature. We believe that behaviour incidents should be used as opportunities to develop responsibility, empathy and self-awareness.

During reflective conversations, children are supported to consider:

- What happened;
- What they were thinking or feeling at the time;
- The choices they made in relation to our school motto;
- The impact of their behaviour on others;
- What they could have done differently;
- How they can repair relationships or put things right.

This structured approach helps pupils develop ownership of their actions and understand that behaviour has consequences for both themselves and others. Younger pupils and those with SEND may work through the reflection book verbally with staff, whilst others may complete a reflective sheet more independently. Over time, we aim to help children develop the internal discipline and emotional awareness needed to make consistently positive choices.

10. Serious Misbehaviour

Some behaviours are considered sufficiently serious to require immediate involvement from senior leaders. These include, but are not limited to,

- Physical aggression

- Swearing directed at others
- Discriminatory or prejudicial language
- Bullying
- Deliberate unsafe behaviour
- Significant defiance.

In such cases, pupils will be referred directly to the Headteacher or a senior leader and parents will be informed. Consequences may include restorative meetings, behaviour support plans, internal suspension, suspension or as a last resort, permanent exclusion, depending upon the seriousness and frequency of the behaviour.

The school will always act to protect the safety, wellbeing and education of all members of the school community. While we are committed to supporting children to improve their behaviour, we are equally committed to ensuring that poor behaviour does not negatively affect the learning or safety of others.

11. Emotional Regulation and Additional Needs

We recognise that some pupils may experience emotional dysregulation or have additional social, emotional or behavioural needs. Staff seek to understand the underlying causes of behaviour and provide appropriate support, reasonable adjustments and pastoral intervention where needed.

However, while we seek to understand behaviour compassionately, emotional dysregulation does not excuse unsafe, abusive or harmful behaviour. All pupils are expected to work towards meeting the school's behaviour expectations, with support adapted appropriately to individual needs.

Support may include adapted behaviour plans, sensory or regulation strategies, SEND support, pastoral interventions, reintegration timetables or involvement from external agencies. Our aim is always to maintain high expectations while providing children with the support necessary to achieve them.

12. Behaviour and Safeguarding

The school recognises that changes in behaviour may sometimes be an indicator that a pupil requires additional help or safeguarding support. Staff remain vigilant to signs that pupils may be at risk of harm or may require early help intervention.

Where concerns arise, staff will follow the school's safeguarding procedures and liaise with the Designated Safeguarding Lead as appropriate.

13. Partnership with Parents and Carers

We believe that strong relationships between school and home are essential in maintaining high standards of behaviour and supporting children successfully.

Parents and carers are expected to support the school's behaviour policy and work constructively with staff where concerns arise. We will always seek to communicate openly and respectfully with families and aim to work in partnership to support positive outcomes for children.

At times, staff may need to make professional decisions regarding behaviour incidents, consequences or safety. These decisions are made carefully, fairly on the balance of probability and in line with this policy. Aggressive, abusive or threatening behaviour towards staff will not be tolerated.

14. Suspensions and Permanent Exclusion

At our school, we are committed to creating a calm, safe and supportive environment where all pupils and staff are respected and able to thrive. While our approach to behaviour is rooted in reflection, restoration and support, there are occasions where suspension or permanent exclusion may be necessary to protect the education, safety and wellbeing of others.

The Headteacher has the legal authority to suspend or permanently exclude a pupil on disciplinary grounds. Any decision to suspend or permanently exclude will always be made carefully and in line with statutory guidance. Decisions will be lawful, reasonable, fair and proportionate, taking into account the individual circumstances of the case.

When establishing the facts surrounding an incident, the Headteacher will apply the civil standard of proof; namely, whether, on the balance of probabilities, it is more likely than not that an incident occurred.

Before reaching a decision, the school will consider:

- The views of the pupil, appropriate to their age and understanding;
- Whether the pupil has SEND or additional needs;
- Whether reasonable adjustments are appropriate;
- The impact of the behaviour on the safety, welfare and learning of others.

Suspension and permanent exclusion may be considered in response to serious or persistent breaches of the behaviour policy. Examples may include:

- Physical assault towards pupils or adults;
- Threatening or abusive behaviour;
- Discriminatory or prejudicial language;
- Bullying;
- Use or possession of prohibited items;
- Serious defiance;
- Behaviour which significantly disrupts learning or threatens the safety and welfare of others.

This list is not exhaustive.

Suspension

A suspension is a temporary removal from school for a fixed period. Suspensions may be used where behaviour is serious or persistent and where a clear sanction is required. A suspension may also indicate that further support or intervention is needed to prevent future incidents.

Where a pupil is suspended, the school will take reasonable steps to provide work during the period of absence and support successful reintegration back into school. In some circumstances, a suspension may apply only to part of the school day, including lunchtimes.

The school recognises that repeated suspensions can be an indication that additional support or alternative strategies may be required. Where appropriate, the school will work with parents and external agencies to identify and address underlying needs.

Reintegration Following Suspension

Following a suspension, the school will support pupils to reintegrate successfully back into school life. Reintegration meetings will be used to help pupils reflect on their behaviour, repair relationships where appropriate and re-establish expectations. The school believes that every child should be given the opportunity for a fresh start and appropriate support to achieve future success.

Where necessary, the school may work with external agencies, pastoral teams or SEND professionals to ensure that appropriate support is in place following reintegration.

Permanent Exclusion

Permanent exclusion is used only as a last resort and in response to either:

- A serious breach of the school's behaviour policy; or

- Persistent breaches of the behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of others.

The school recognises the significant impact of permanent exclusion and such decisions will never be taken lightly.

15. Bullying, Discrimination and Prejudice

Our school is committed to ensuring that every member of the community feels safe, valued and respected. Bullying, discriminatory behaviour and prejudice-based incidents are taken extremely seriously and are never tolerated.

This includes:

- Racist behaviour or language;
- Sexism;
- Homophobic language;
- Prejudice relating to disability, religion or protected characteristics;
- Online bullying;
- Deliberate repeated unkindness.

Pupils are taught to speak up when something is wrong and to report concerns to trusted adults. All incidents are investigated thoroughly, recorded appropriately and addressed promptly. Where bullying is alleged, all relevant staff are alerted to ensure that all incidents are recorded and that both sides are documented. Where necessary, consequences will be applied in line with this policy and additional safeguarding or pastoral support may be implemented.

As a Christian school, we actively promote dignity, compassion, forgiveness and respect for all.

16. Behaviour Beyond the School Gate

The school reserves the right to apply sanctions where behaviour outside of school negatively affects the safety, wellbeing or reputation of the school community.

This may include behaviour:

- On educational visits;
- When travelling to and from school;
- While representing the school;

- In the local community;
- Online or through social media.

Where appropriate, the school will work in partnership with families and external agencies to address concerns.

17. Searching, Screening and Confiscation

To maintain the safety of all pupils and staff, the school may confiscate prohibited items where reasonable to do so. Although rare, school staff may search pupils or belongings in line with current Department for Education guidance where there is reason to believe a pupil may be carrying prohibited or harmful items. These may include, but are not limited to, knives or weapons; stolen items; illegal substances; items likely to cause harm or disruption. Any searches carried out will be lawful, proportionate and conducted with consideration for the dignity and wellbeing of the child.

18. Use of Reasonable Force

In rare circumstances, trained staff may use reasonable force to prevent:

- Injury to pupils or adults;
- Serious damage to property;
- Serious disruption to learning;
- Behaviour that places others at risk.

Any use of reasonable force will always be proportionate, reasonable and necessary under the circumstances. Incidents will be recorded appropriately and parents informed where required.

The school is committed to using de-escalation strategies wherever possible and physical intervention will always be a last resort.

19. Monitoring and Review

Leaders and governors regularly monitor behaviour, safeguarding and attendance information to identify patterns, evaluate the effectiveness of provision and ensure that behaviour systems remain fair, consistent and effective.

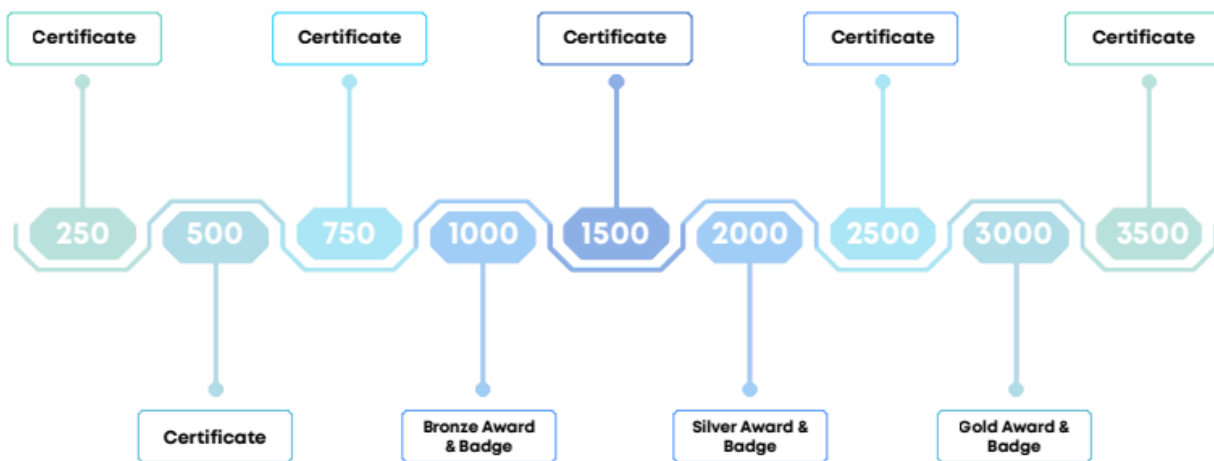
This policy will be reviewed annually to ensure it continues to reflect the school's Christian vision, current statutory guidance and the needs of the school community.

Appendix I: Reward System

Positive behaviour, effort and character are recognised and celebrated across the school.

Stamp Passports in Years 1 to 6

In Years 1 to 6, pupils collect stamps in individual stamp passports. These recognise effort, positive attitudes to learning and demonstration of the school's values and motto and accumulate over time to achieve the following individual recognition.



Headteacher's Awards:

Children may receive a Headteacher's Award for:

- exceptional work;
- perseverance;
- excellent attitudes;
- demonstrating school values.

Achievements are celebrated during Friday worship.

Awards - Shining Star & School Values

Each half term:

- One child from each class receives a Shining Star Award for excellence;
- One child from each class receives a Values Award linked to courage, compassion, respect or joy.

Headteacher's Afternoon Tea

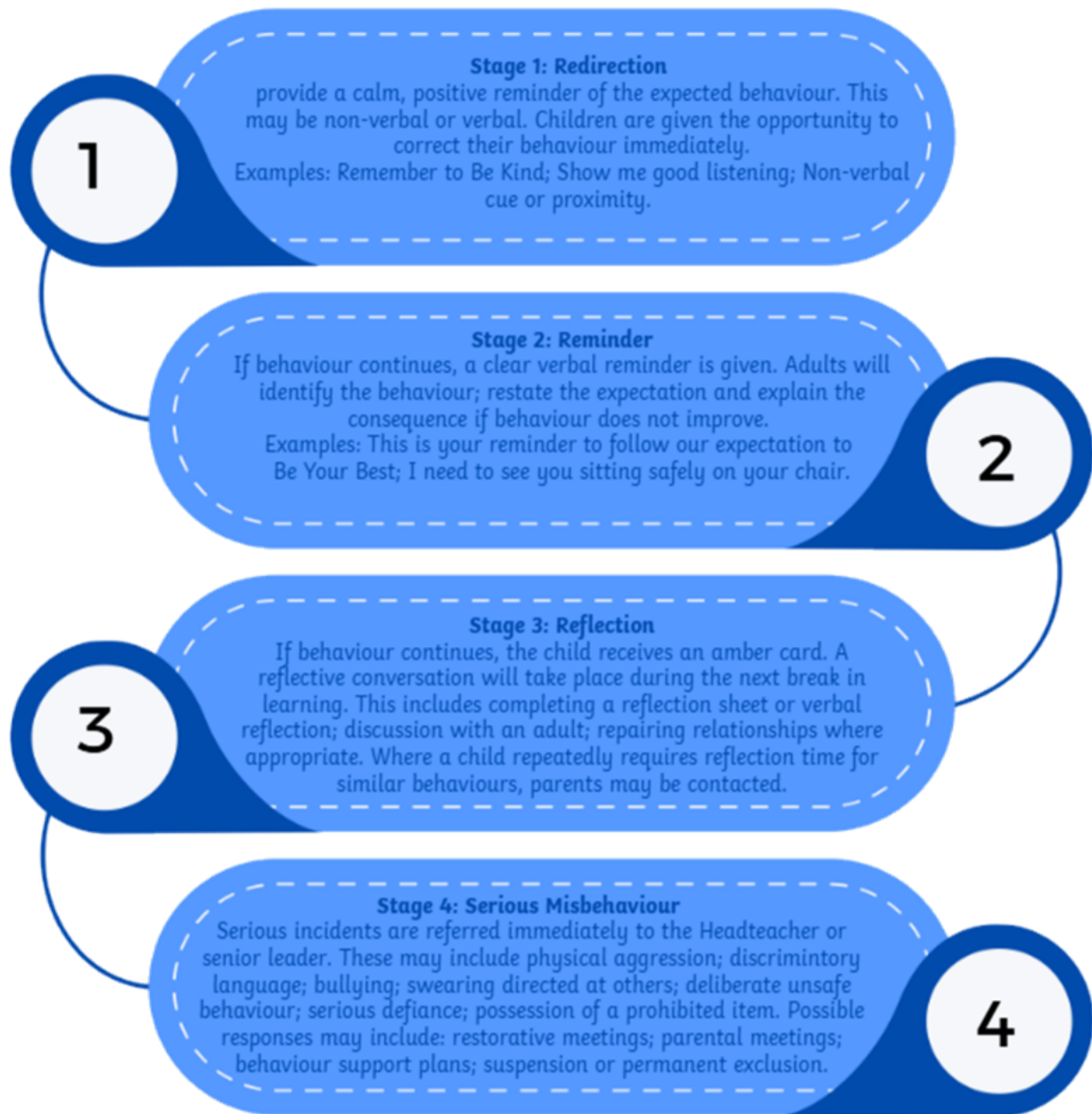
Teachers nominate “Always Children” whose behaviour consistently reflects the school's expectations and values. These pupils are recognised during a special afternoon tea celebration.

EYFS Rewards

In EYFS, rewards are immediate, visual and relational. These may include:

- stickers;
- verbal praise;
- Star of the Week awards;
- class token systems;
- visits to the Headteacher;
- whole-class rewards.

Appendix 2: Behaviour Response Flowchart



Appendix 3: Reflection Prompts and Scaffolds

The below provides an example of a reflection sheet which may be completed. Children in EYFS and Year 1 may complete this verbally with an adult, whilst older pupils may complete a written reflection sheet independently where appropriate.



"Whatever you do, work at it with all your heart." Colossians 3:23

Be Brave - Be Kind - Be Your Best

My reflections on my behaviour

Name: _____ Date: _____

What happened?

 not listening	 was unkind	 shouted	 hurt someone	 was rude	 not enough work	 not following instructions
 swore	 broke something	 took something	 being silly	 not your best work	 disrupting learning	 something else

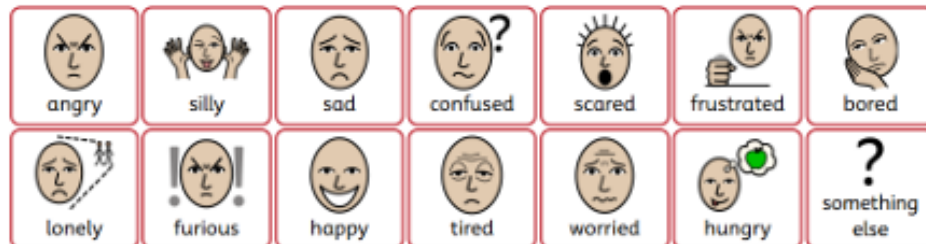
Which part of our school motto did this not follow?

 be brave	 be kind	 be your best	 all of them
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Who was affected?

 me	 my friend	 a teacher	 my class	 other children
 everyone	 another adult	 equipment	 the community	 someone else

What were you thinking or feeling at the time?



What do you think needs to happen next?



Next time, I will...



Signed: _____

Please give this to an adult on the playground.

Appendix 4 – Adult Language and Scripts

Consistent adult language supports calm classrooms, positive relationships and clear expectations.

Adults should:

- Remain calm and respectful;
- Avoid shouting (unless a direction in an emergency) or confrontation;
- Use clear and concise language;
- Focus on behaviour rather than the child;
- Frame responses positively to remind children of the expected behaviour.

Redirection:

- “Remember our expectation to ‘Be Kind’.”
- “Show me that you are ready.”
- “Thank you to those children who are listening carefully.”

Reminder:

- “I need to see you...”
- “This is your reminder.”
- “In our school, we ‘be our best’ - you need to...”

Reflection

- “Let’s think about what happened.”
- “Which part of our school motto could you have followed more closely?”
- “How could we put this right?”

Restorative Follow-Up

- “What could you do differently next time?”
- “How do you think the other person felt?”
- “What do you need to do now to repair this relationship?”

Adults should always seek to maintain the dignity of pupils while upholding high expectations.

Appendix 6: Support for pupils with special educational needs and disabilities (SEND)

The school recognises that some pupils may require additional support in successfully meeting behaviour expectations.

Reasonable adjustments may include:

- adapted behaviour plans;
- visual supports;
- sensory or regulation strategies;
- movement breaks;
- reduced language;
- pre-correction and rehearsal;
- adapted reflection approaches;
- support from pastoral or SEND staff.

The school works closely with parents and external agencies where appropriate to identify effective strategies and support positive outcomes for pupils.

While adjustments may be made to support pupils, expectations remain high for all children. Unsafe, abusive or harmful behaviour will always be addressed appropriately.

The school recognises that behaviour can sometimes communicate an unmet need or difficulty. Staff seek to understand underlying causes while maintaining clear expectations and boundaries.