



Crossdale Primary School Behaviour Policy

Oct 2025

Introduction - Key Principles

Crossdale Primary School aims to be a caring, respectful and happy community in which every child feels safe, valued and treated fairly. Positive behaviour is central to this. All adults in school share responsibility for modelling high expectations, nurturing strong relationships and maintaining a calm, purposeful atmosphere where learning can thrive. Staff who are relentlessly bothered about children create the trust and consistency that pupils need in order to feel secure and confident.

We support children as they develop self-discipline—the ability to regulate their emotions, understand the impact of their actions and make positive choices. Some children will need extra guidance. We recognise that behaviour can be a form of communication and that pupils may signal their needs, anxieties or frustrations through their actions. Staff work to understand these underlying causes so they can respond with clarity, care and fairness.

We explicitly help children understand their behavioural choices. Our ABC model encourages simple, age-appropriate reflection on the antecedents (what led up to the behaviour), the behaviour itself and the consequences. This supports children to grow in self-awareness.

Our approach is rooted in strong, consistent routines and high expectations. This helps pupils feel secure and ready to learn. We also recognise that some pupils may require additional support and reasonable adjustments to thrive. This policy reflects current guidance including Keeping Children Safe in Education 2025, Behaviour in Schools 2024 and Preventing and Tackling Bullying 2017.

Consistency – ‘This is how we do it here’

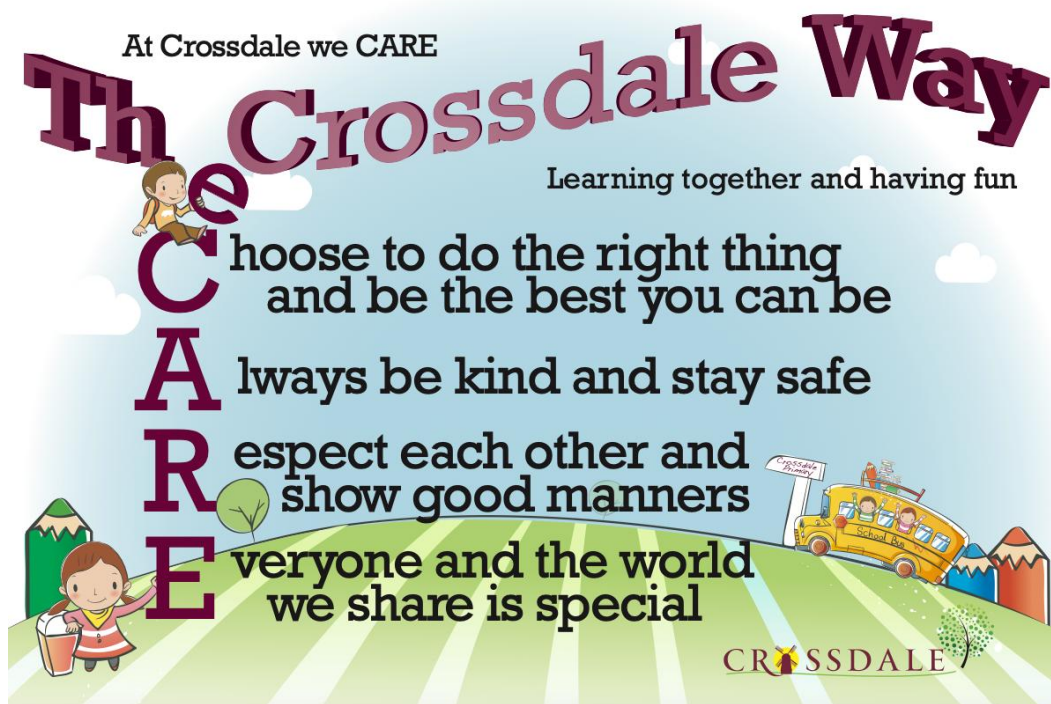
Consistency is fundamental to our approach. All adults in school aim to provide predictable responses and shared language so children feel secure, wherever they are in school. Through staff training, induction and regular reinforcement, we work to ensure that expectations, responses and routines are understood and applied by all adults.

Our Rules – The Crossdale Way

Crossdale has a small number of whole-school rules known as The Crossdale Way. These rules give pupils of all ages a shared reference point for thinking about their behaviour and reflect the values we expect to see in all parts of school life.

Adults regularly refer to The Crossdale Way to reinforce “this is how we do it here”.

Each class also creates a set of class rules alongside the teacher. These always link back to The Crossdale Way and are displayed prominently in each classroom and around school.



Managing Behaviour

Crossdale aims for every child to enjoy learning successfully. Positive behaviour is best secured through high-quality teaching that motivates, engages and supports pupils. Teachers take responsibility for ensuring that expectations are clear and that lower-level concerns are addressed early so learning is not disrupted.

Where behaviour begins to make learning difficult, staff follow a clear progression of reminders, warnings and sanctions.

1. Quality First Teaching

We believe excellent teaching significantly reduces behavioural difficulties. Staff pay attention to:

- positive, respectful relationships
- engaging, enjoyable lessons
- motivation and challenge
- understanding the whole child
- regular reminders of expectations
- mutual respect
- appropriate support, differentiation and stretch
- effective seating plans
- thoughtful transitions within lessons
- clear routines
- “relaxed vigilance”
- preparation for transitions such as playtime
- reflecting on previous patterns of behaviour
- considering individual needs

Our curriculum includes Jigsaw PSHE, DAaRT (Drug, Alcohol and Resilience Education), e-safety, assemblies and external providers such as the NSPCC to help children learn about behaviour, relationships and keeping themselves safe.



2. Low Intrusion Behaviour Management

Staff use low-level strategies that redirect behaviour with minimal disruption. These include:

- affirming positive choices and spotting WAGOLLS
- reassuring pupils
- non-verbal cues
- moving closer to pupils (circulation and proximity)
- targeted questioning
- allowing take-up time
- offering choices
- tactical ignoring
- deferring the conversation to a more suitable moment
- distraction or deflection
- checking for learning needs or misunderstanding

WE BELIEVE THAT SHORT, QUICK INTERVENTIONS AT THE POINT OF AN INCIDENT HAVE THE BIGGEST IMPACT. THEREFORE, WE ALWAYS AIM TO INTERVENE AS QUICKLY AS POSSIBLE



3. Warnings and Reminders

Adults stay attentive to emerging concerns and use clear, consistent reminders and warnings to help children make better choices. Warnings are delivered predictably and fairly.

Where possible, staff follow *PIP/RIP*: Praise in Public, Reprimand in Private.



4. Sanctions

We believe that the consistent application of sanctions helps to minimise problematic behaviour by helping children understand that making poor choices about their behaviour will have negative consequences.

Adults in school will apply sanctions using the following sequence which is used consistently across school. This sequence is intended to be used when children have continued to behave in a problematic way despite warnings or in the event of seriously problematic behaviour — including violence towards others.

NB Please see Appendix 1 for a flowchart that can be used for children who regularly do not complete their work in class.

- Level 1. Child misses part of a break

They should stay in their classroom working with the class teacher if they have not completed work. This time might also be used to discuss the problematic behaviour which led to the sanction. (Examples of problematic behaviour at this level: failure to complete work appropriately, disruption in class, rudeness, single episode of unkindness, etc.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.



- Level 2. Child spends some time in another classroom

Children spend a lesson / remainder of lesson working in another class. (Examples of problematic behaviour at this level: failure to respond to warnings about behaviour / sanctions at previous level.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.



- Level 3. Time Out

Children miss break and spend this time discussing their behaviour with an SLT member. The child / SLT member should complete a “Thinking About My Behaviour” sheet. Parents will be informed at the discretion of the SLT. (Examples of problematic behaviour at this level: failure to respond positively to sanctions at Level 2, violence towards others, behaviours that create a risk of harm to self or others, damaging property.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence. See appendix 2 for questions that should be asked to encourage children’s reflection.



- Level 4. Behaviour Plan / Behaviour Targets

If the steps detailed above have failed to bring about a positive change in a child’s behaviour it will be necessary to create a Behaviour Plan (with personalised targets) for the child involved. This will require follow up / monitoring by SLT. Parents will be informed.

The class teacher and SLT should discuss the ways in which the child can be supported to improve their behaviour and whether additional information, training or support might be helpful. School should also consider whether additional support is required – either by nurture sessions (e.g. ELSA) in school or by involving other professionals (e.g. Early Help referral; Healthy Families Team input).



- Level 5. Exclusions

Used only for serious incidents. Headteacher and governors follow DfE and LA guidance. All actions are fully documented.

External Exclusions

It is very rare for the school to have to move towards the exclusion of a child. If this is an appropriate course of action to take, taking into consideration any special needs the child might have, the home circumstances of the child, an exclusion may be processed by any member of the senior management team. Due regard will be given to the Local Authority's, and the DFE's guidance and procedures for exclusion.

The process will be fully documented and governors will be informed.

Managing Behaviour Around School – not just in your own classroom

Every adult in school has a responsibility to support the behaviour of every pupil in school. We recognise that it is also the responsibility of all adults to manage the behaviour of children at transitions during the school day, for example, at the end of breaks or when moving to assembly. It is important that all adults clearly and consistently communicate our expectations about the behaviour of children during these transitions so that school is a safe, calm and predictable place. We believe that this approach helps children develop their understanding of the different expectations for behaviour in different contexts, for example, playtimes and assemblies.

Rewards

All adults at Crossdale are encouraged to reward and affirm children who are making desirable choices about their behaviour. This affirmation could involve praise, stickers or visits to other teachers or the SLT (who may send a text home). In addition, all children are given a stamp chart on which to collect stamps for good behaviour. Once completed, these charts are collected to earn a treat day for the whole school.

Positive choices about behaviour and effort in class are also affirmed periodically in assemblies.

Mobile Phones

Mobile phones are not routinely permitted in school. As a primary setting, pupils rarely need a phone during the school day. Allowing phones to be visible or in use can disrupt learning and increase risks linked to online harm, including the sharing of inappropriate content.

Safeguarding exception:

Pupils in Year 5 or Year 6 may bring a mobile phone only if this is needed for safeguarding purposes, such as walking to or from school independently.

Phones brought under this arrangement must follow these rules:

- Phones must arrive at school switched off.
- Phones must be handed to the class teacher on arrival.
- They are stored securely and returned at home time.
- Phones must not be used, seen or heard on school premises.
- Smart watches with messaging or calling functions are treated the same as mobile phones.

If these rules are not followed, parents will be contacted and the privilege may be withdrawn.

The purpose of this approach is to ensure school remains a calm, safe and distraction-free environment, while still supporting older pupils who need a phone for genuine safeguarding reasons.

Bullying

Crossdale does not tolerate bullying in any form. We define bullying as the repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power. It can be physical, verbal, emotional or online (cyber-bullying), and may be motivated by prejudice, such as race, faith, gender identity, ability, care status, or other protected characteristics.

We recognise that not all unkind behaviour is bullying. Some incidents may be one-off relational conflicts or misunderstandings. These will still be addressed appropriately, but only behaviours meeting the definition above will be recorded as bullying.

All concerns about bullying are taken seriously. Staff listen to pupils, investigate promptly and record significant incidents on CPOMS. If an incident meets the threshold of bullying, the school will: stop the behaviour; support the pupil who experienced bullying; work with the pupil who caused harm to understand and change their behaviour; involve parents/carers; monitor the situation; and provide follow-up support or referrals if appropriate.

This may include restorative conversations, targeted support, liaison with external agencies, or other preventative or protective action as needed. Bullying that occurs off school premises — including online, on journeys to/from school, or in the community — will be investigated and addressed if it impacts the safety or wellbeing of pupils.

For full detail, refer to the *Crossdale Anti-Bullying Policy (2025–26)*.

Coping with Risky Behaviours

Occasionally, a child may behave in a way that risks harm to themselves or others. Crossdale staff use **CPI Safety Intervention** training, which focuses on de-escalation and, if absolutely necessary, safe physical intervention.

Key principles:

- the priority is always to prevent harm
- reasonable force may be used only when legally permitted (Education and Inspections Act 2006)
- only trained staff may use physical intervention
- all incidents are logged on CPOMS
- parents are informed
- staff review all incidents to understand triggers, improve de-escalation strategies and reduce future risk, with the aim of reducing the need for physical intervention over time.

Recording, Monitoring and Reporting of Behaviour

We believe that it is important that we – adults and children - should always try to understand why problematic behaviours have happened. This will make it more likely that we will be able to promote positive behaviour successfully. Recording incidents of more serious misbehaviour allow us to carry out analysis. This is done using CPOMS.

Recording incidents of undesirable behaviour allows teachers and the school's SLT to carry out analysis on these behaviours.

Analysis of Behaviour

In order that we can promote the positive behaviour we wish to see at Crossdale, it is important for SLT to analyse incidents of more serious undesirable behaviour so that we can understand why individual incidents have occurred or spot any patterns in episodes of repeated misbehaviour. We believe that this is important in allowing us to ensure that we are:

- Providing the appropriate support to children;
- Providing the appropriate training and support to staff;
- Considering how organisational changes (for example, moving a queue) can reduce the incidence of problematic behaviour.

When analysing behaviour with individual children or groups we use a model which explores:

- the reasons why child made an undesirable choice about their behaviour (the **antecedents** for the behaviour);
- the actual problematic **behaviour**;
- the **consequences** of the misbehaviour - for everyone involved.

(This approach is often called an ABC model -see appendix 1)

Individualised Behaviour Targets for Children / Progress Meetings

We believe that we have a responsibility to help all children develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For most children most of the time examples of positive behaviour role models around school, reminders about expectations and use of the school's reward and sanction system will help children develop this ability.

When a child is repeatedly exhibiting similar problematic behaviours we recognise that we should work to try to understand the antecedents of these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.

Staff

Staff are responsible for:

- implementing the policy consistently
- modelling positive behaviour
- adapting approaches for pupils with specific needs
- informing parents and SLT about emerging concerns

SLT monitors staff training needs and ensures all colleagues, including midday staff, receive support to manage behaviour effectively.

Liaison with Parents and Other Agencies

We work closely with parents, recognising that children benefit when home and school take a shared, consistent approach. We ask parents to:

- support their child in following *The Crossdale Way*
- keep school informed of changes that may affect behaviour
- discuss concerns with the class teacher promptly

We fulfil our duty under the Equality Act 2010 to ensure pupils with protected characteristics are not disadvantaged, and we make reasonable adjustments for pupils with SEND when applying this policy. The SENCo assesses underlying needs and works with external professionals where necessary.

