



Crossdale Primary School Behaviour Policy

June 2026

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.

As part of our developing practice, staff support pupils to recognise emotions, understand how these can affect behaviour, and use strategies to become calm, safe and ready to learn. This approach will be further developed through staff training in regulation-informed approaches, including Zones of Regulation and Emotion Coaching. We explicitly help children understand their behavioural choices. Our ABC model encourages simple, age-appropriate reflection on the antecedents, or what led up to the behaviour, the behaviour itself and the consequences. This supports children to grow in self-awareness and helps adults consider what support, adjustment or follow-up may be needed.

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, Behaviour in Schools and Preventing and Tackling Bullying.

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.

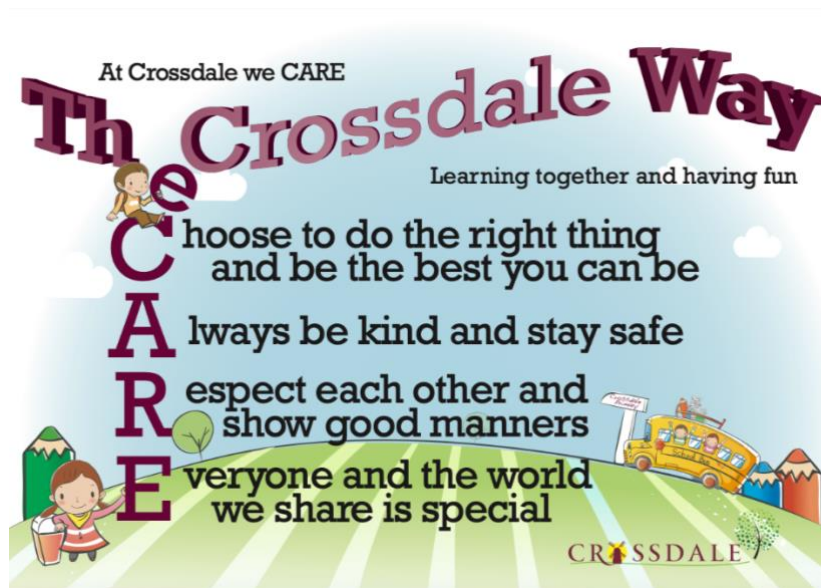
At Crossdale, behaviour is everyone’s responsibility. Adults working directly with pupils are expected to lead the day-to-day management of behaviour in their classroom or area of school, using strong relationships, clear routines and agreed language. Support from SLT should strengthen this work, not replace it. Where behaviour is unsafe, significantly disruptive, repeated or causing concern, staff should seek support and follow the agreed systems, while continuing to remain involved in understanding the behaviour, supporting the child and rebuilding expectations.

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 are expected to refer to The Crossdale Way regularly when reinforcing expectations, recognising positive behaviour, supporting reflection and helping children repair and return to learning. This shared language helps children understand “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, strong trusting relationships and clear routines that motivate, engage and support pupils. Teachers and adults working directly with pupils take responsibility for ensuring that expectations are clear, relationships are strong and lower-level concerns are addressed early so learning is not disrupted. Support from SLT should strengthen this work, not replace it.

Strong, trusting relationships are the foundation of effective behaviour management. Children are more likely to respond well to reminders, boundaries and support when they feel known, respected and understood by the adults working with them.

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

Quality First Teaching

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

- strong, trusting and 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;
- recognising emotions and early signs of dysregulation;
- supporting pupils to become calm, safe and ready to learn;
- developing the use of regulation-informed approaches, including Zones of Regulation and Emotion Coaching, as staff training is introduced.

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 strategies work best when they are used within warm, respectful relationships. Staff should aim to correct behaviour without damaging the relationship, using calm language and giving children a clear route back to success. These include:

- affirming positive choices and spotting WAGOLLS;
- reassuring pupils;
- non-verbal cues;
- moving closer to pupils through 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;
- using calm, brief language to recognise emotion and restate the expectation;
- reducing unnecessary demand or audience where appropriate;
- supporting pupils to regulate before expecting them to reflect or repair;
- following agreed strategies in a child’s behaviour plan, risk assessment or positive handling plan, where one is in place.

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, USING THE LEAST INTRUSIVE RESPONSE LIKELY TO HELP CHILDREN RETURN TO LEARNING



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 calmly, predictably and fairly.

Where possible, staff follow PIP/RIP: Praise in Public, Reprimand in Private. Staff should use shared language, give take-up time and avoid unnecessary public correction.

Warnings and reminders should be used to guide children back towards positive behaviour, not to shame or publicly criticise them. The aim is to maintain the relationship while making the expectation clear.

Low-level reminders and warnings are normally part of everyday classroom management and do not need to be recorded on CPOMS unless they become repeated, form part of a pattern, link to an individual plan, or require wider follow-up.



4. Sanctions

We believe that the consistent application of sanctions helps to minimise problematic behaviour by helping children understand that choices about behaviour have clear and proportionate consequences. Sanctions should sit alongside strong relationships, calm adult responses, regulation and repair.

Crossdale uses a traffic light system in each classroom. All children start on green. If a child needs a reminder about their behaviour, they may be moved to amber or red as part of the agreed classroom system. This should be used consistently in all classes, alongside calm reminders, clear expectations and opportunities for children to get back on track.

When a child moves to red, the usual consequence is missed minutes with their class teacher or another adult working directly with them. This time should be used to complete learning where needed, briefly reflect on the behaviour, reinforce The Crossdale Way and agree how the child will get back on track.

Teachers and adults working directly with pupils are expected to lead the day-to-day management of behaviour in their classroom or area of school. This is important because relationships, routines and expectations are built by the adults who work with children every day. Support from SLT should strengthen this work, not replace it.

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

Not every movement to amber or red needs to be recorded on CPOMS. Low-level behaviour should usually be managed through classroom routines, reminders, the traffic light system and missed minutes with the class teacher. However, low-level behaviour should be recorded on CPOMS when it is repeated, forms part of a pattern, links to an individual plan, or requires parent/carers or SLT follow-up. Serious behaviour incidents must always be recorded on CPOMS. This includes behaviour involving risk, harm, significant dysregulation, damage, prejudice-related behaviour, bullying or serious disruption to learning.

Parents will be informed when behaviour reaches the agreed threshold, when a pattern is emerging, or when staff judge that parent/carers involvement will help the child improve. Where behaviour is unsafe, serious or repeated, staff should seek support and follow the agreed systems while continuing to remain involved in understanding the behaviour, supporting the child and rebuilding expectations.

○ Level 1. Child misses minutes

This is usually linked to the classroom traffic light system, where a child has moved to red or has not completed work appropriately. The child should spend missed minutes with their class teacher, or another adult working directly with them, to complete work where needed and briefly discuss the behaviour that led to the sanction.

This discussion should be calm and focused on helping the child understand what happened, refer back to The Crossdale Way, and agree how they will get back on track. Examples of behaviour at this level may include low-level incidents within the school's current CPOMS behaviour categories, such as low-level learning disruption/refusal, verbal behaviour, physical behaviour, social conflict or regulation difficulties.

Level 1 incidents do not always need to be recorded on CPOMS, but should be recorded when they are repeated, form part of a pattern, link to an individual plan, require parent/carer or SLT follow-up, or help staff understand the child's needs, triggers or provision.



○ Level 2. Child spends some time in another classroom

Where a child has not responded to reminders, movement through the traffic light system, or the Level 1 sanction, they may spend part of a lesson, or the remainder of a lesson, working in another classroom. This should be used as a short, calm reset and a way of continuing learning, not as a replacement for the class teacher's responsibility.

The class teacher should provide appropriate work and speak with the child afterwards to discuss the behaviour, refer back to The Crossdale Way, and agree how the child will return to learning successfully. Examples of behaviour at this level may include continued low-level disruption, repeated refusal to follow a clear instruction, or not responding to the Level 1 sanction.

Following Level 2 incidents, staff should reflect on likely causes and consider how to reduce recurrence. Level 2 incidents should be recorded on CPOMS and reviewed to help staff understand the child's needs, triggers or provision. Parents/carers should be informed so that they can support the child's improvement.



○ Level 3. Time Out

Where a child has not responded positively to Level 2, or where behaviour is serious enough to require recording on CPOMS as a serious behaviour incident, the child may miss a break for a Time Out. This should usually be led by the class teacher, or another adult working directly with the child, because this helps maintain the relationship and rebuild expectations.

During Time Out, the adult should discuss the behaviour with the child, refer back to The Crossdale Way, and agree what needs to happen next. The child may complete a "Thinking About My Behaviour" sheet or use the restorative prompt to support reflection. Where appropriate, SLT may be present to support and reinforce the discussion, but this should not replace the class teacher's role in leading the follow-up.

If the class teacher is on duty or unavailable due to another immediate responsibility, SLT may support or supervise after the initial discussion so that staff can take their allocated break. SLT should also support where behaviour has involved risk, harm or significant disruption.

Examples of behaviour at Level 3 may include serious incidents within the school's current CPOMS behaviour categories, such as serious learning disruption/refusal, serious verbal behaviour, serious physical behaviour, serious social conflict or serious regulation difficulties.

Where behaviour involves harm, targeting, bullying, discriminatory or sexualised language, fear, coercion or another safeguarding concern, staff should use the appropriate safeguarding category and involve DSL/SLT immediately.

Parents/carers should be informed when behaviour reaches Level 3, usually by the class teacher or another adult working directly with the child, with SLT support where needed. Level 3 incidents must be recorded on CPOMS, including what happened, what adults did, the outcome and any follow-up needed. Staff should reflect on likely causes, consider how to reduce recurrence, and review whether additional support, adjustment, a behaviour plan or a review of an existing plan is needed.



○ Level 4. Behaviour Plan / Behaviour Targets

Where earlier steps have not brought about a positive change, or where CPOMS records show a repeated pattern, increased risk or ongoing difficulty, it may be necessary to create a Behaviour Plan with personalised targets for the child.

The class teacher remains central to this process because they hold the day-to-day relationship, routines and expectations with the child. They will be supported by SLT and the SENCO to understand the behaviour, agree strategies and review progress. Parents/carers will be involved in creating and reviewing the plan.

The plan should identify the behaviour causing concern, likely triggers, agreed adult responses, regulation strategies, reasonable adjustments, rewards or targets, recording thresholds and review arrangements. Where appropriate, guidance from Equals Trust, specialist teachers, Educational Psychology, Early Help, the Healthy Families Team or other agencies will be used to inform the support.

CPOMS records should be used to monitor whether the agreed strategies are working and whether the plan needs to be changed. For children with a Behaviour Plan, staff are expected to record relevant incidents and progress in line with the plan's agreed thresholds, so that reviews are based on evidence rather than memory or general impressions.



○ Level 5. Suspensions and Permanent Exclusions

Suspension or permanent exclusion will only be considered in response to serious behaviour, persistent serious disruption, or where allowing the pupil to remain in school would seriously affect the education or welfare of the pupil or others.

The Headteacher/Executive Headteacher will make any decision to suspend or permanently exclude, taking account of the pupil's needs, any SEND or disability, relevant circumstances, reasonable adjustments and the school's graduated response.

Parents/carers will be informed without delay. The incident and decision-making process will be fully documented, including recording on CPOMS as a serious behaviour incident. The Local Governing Body, Equals Trust and Local Authority will be informed in line with statutory guidance and local procedures.

Permanent exclusion will only be used as a last resort. Where suspension or permanent exclusion is being considered, school will follow current Department for Education guidance and any relevant Local Authority or Trust procedures.

Managing Behaviour Around School – not just in your own classroom

Every adult in school has a responsibility to support the behaviour of every pupil. This includes behaviour in classrooms, corridors, assemblies, the playground, the dining hall and during transitions.

All adults should clearly and consistently communicate our expectations so that school is a safe, calm and predictable place. Adults are expected to refer to The Crossdale Way when reinforcing expectations, recognising positive behaviour, correcting behaviour and helping pupils reflect.

We recognise that transitions during the school day, for example at the end of breaks or when moving to assembly, can be points where children need clear routines and calm adult direction. Consistent adult responses help children understand that expectations apply across the whole school, not only in their own classroom.

Where a pupil has an individual behaviour plan, risk assessment or positive handling plan, staff should follow the agreed strategies in that plan during transitions, playtimes, assemblies and other parts of the school day.

Behaviour concerns around school should be recorded on CPOMS when they meet the school's recording threshold, including when they are repeated, form part of a pattern, link to an individual plan, require parent/carer or SLT follow-up, or involve risk, harm, prejudice-related behaviour or significant dysregulation.

Rewards

All adults at Crossdale are encouraged to reward and affirm children who are making positive choices about their behaviour. This affirmation could involve praise, stickers, stamps, or visits to other teachers or SLT, who may send a text home.

All children are given a stamp chart to collect stamps for positive behaviour, effort and choices that reflect The Crossdale Way. Once completed, these charts contribute towards 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.

Pupils in Year 5 or Year 6 may bring a mobile phone only where this has been agreed with parents/carers and is needed for safeguarding reasons, 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.
- Phones will be 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 in the same way as mobile phones.

If these rules are not followed, parents/carers will be contacted and permission to bring a phone to school may be withdrawn. The school does not accept responsibility for loss or damage to mobile phones or smart watches brought onto the school site.

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 linked to travel to and from school.

Bullying

Crossdale does not tolerate bullying in any form. Bullying concerns will be managed in line with the school's current Anti-Bullying Policy, which sets out the school's definition of bullying, investigation process, recording expectations, parent/carer communication and follow-up support.

We recognise that not all unkind behaviour is bullying. Some incidents may be one-off relational conflict, social difficulty or misunderstanding. These will still be addressed appropriately through this behaviour policy, but incidents will only be recorded as bullying where they meet the definition in the current Anti-Bullying Policy. All concerns or allegations of bullying must be taken seriously. Staff should listen to pupils, report concerns promptly, record appropriately on CPOMS, involve parents/carers where required, and ensure suitable support, follow-up and monitoring are in place.

Where behaviour involves harm, targeting, bullying, discriminatory or sexualised language, fear, coercion or another safeguarding concern, staff should use the appropriate safeguarding category on CPOMS and follow safeguarding procedures.

Responding to Risky Behaviour and Physical Intervention

Occasionally, a child may behave in a way that presents a risk of harm to themselves or others. Staff should respond calmly, professionally and in line with school policy, individual plans and current DfE guidance.

A number of Crossdale staff have completed CPI Safety Intervention training (**PC, SS, CD, CH**). CPI approaches focus first on prevention, de-escalation, reducing risk and preserving dignity. Physical intervention should only ever be used as a last resort, where it is necessary, reasonable and proportionate to prevent harm.

Wherever possible, restrictive physical intervention should be led by CPI-trained staff. CPI physical techniques or holds must only be used by staff trained to use them. In an immediate emergency, any member of staff may need to act reasonably to prevent harm, but staff must not describe an action as a CPI hold or CPI technique unless they have been trained in that technique.

All incidents involving significant risk, serious unsafe behaviour or restrictive physical intervention must be recorded on CPOMS. Parents/carers should be informed, and the incident should be reviewed by SLT to understand triggers, evaluate adult responses, improve de-escalation strategies and reduce future risk.

Where the incident meets the threshold for the EQT serious behaviour incident template, this must be completed and uploaded to CPOMS. Where a pupil is known to present ongoing risk, staff should follow the agreed behaviour plan, risk assessment or positive handling plan, and these plans should be reviewed regularly.

Recording, Monitoring and Reporting of Behaviour

We believe that adults and children should try to understand why behaviour causing concern has happened. This helps us promote positive behaviour, identify patterns and make sure pupils receive the right support.

Behaviour is recorded and monitored using CPOMS. CPOMS is a professional safeguarding and behaviour record. Entries should be factual, neutral, precise and proportionate. They should record what happened, what adults did, what the outcome was and what follow-up is needed.

Staff should write CPOMS entries on the understanding that records may later be reviewed by school leaders, safeguarding partners, inspectors or, where appropriate, shared through data protection processes such as a subject access request (SAR). This is why entries must be factual, professional and based on what was seen, heard, said and done.

Not every reminder, redirection, movement through the traffic light system or missed minute needs to be recorded on CPOMS. Staff should continue to use low-intrusion strategies, reminders, warnings, classroom routines and the traffic light system without creating unnecessary recording workload.

However, staff have a responsibility to record behaviour on CPOMS when it:

- is a safeguarding concern;
- is a serious behaviour incident;
- involves harm, risk of harm, significant dysregulation or damage;
- involves bullying, prejudice-related behaviour, discriminatory language, sexualised behaviour or sexualised language;
- reaches Level 2 or above in the school's sanction system;
- requires SLT involvement beyond routine advice;
- requires parent/carer contact because of the behaviour;
- is repeated or forms part of an emerging pattern;
- links to an individual behaviour plan, risk assessment or positive handling plan;
- may help staff understand the child's needs, triggers, provision or progress.

Low-level behaviour does not need to be recorded every time. Minor one-off incidents can usually be managed by the class teacher without a CPOMS entry. However, low-level behaviour must be recorded when it meets one of the thresholds above. This ensures that low-level behaviour is not ignored, and that school can track patterns, analyse concerns, respond early and show how behaviour is being understood and supported over time.

Serious behaviour incidents must always be recorded on CPOMS. Where behaviour raises a safeguarding concern, staff should use the appropriate safeguarding category and follow safeguarding procedures.

Where parents/carers have been informed, or where follow-up is needed, this should be included in the CPOMS record.

CPOMS records should help class teachers, SLT, the SENCO and other relevant staff review provision, evaluate adult responses and decide whether further support, reasonable adjustments, a behaviour support plan, risk assessment or positive handling plan are needed.

All incidents involving restrictive physical intervention must be recorded on CPOMS. Where a CPI hold or other restrictive physical intervention has been used, parents/carers must be informed and the EQT serious behaviour incident form must be completed and uploaded to CPOMS.

Analysis of Behaviour

In order to promote the positive behaviour we wish to see at Crossdale, staff analyse recorded behaviour incidents so that we can understand why individual incidents have occurred and identify patterns over time. This includes serious behaviour incidents and low-level behaviour where it has been recorded because it is repeated, plan-linked or causing concern.

We believe this helps us to:

- provide the right support for children;
- review whether agreed strategies and reasonable adjustments are working;
- identify any training or support needed by staff;
- consider whether routines, provision or organisational changes, for example changing a transition routine or moving a queue, could reduce problematic behaviour.
- When analysing behaviour with individual children or groups, we use an ABC model which explores:
 - the antecedents, or what happened before the behaviour;
 - the behaviour itself;
 - the consequences, including how adults responded and what happened next.

This analysis should help staff decide whether further support, a behaviour plan, risk assessment, positive handling plan or external advice is needed.

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 behaviour, manage emotional responses and make positive choices. For most children, positive role models, clear routines, reminders about expectations and the school's reward and sanction systems will support this development. When a child repeatedly shows similar behaviour, staff should work to understand the antecedents, patterns and possible unmet needs behind the behaviour. It may be helpful to agree individual behaviour targets with the child, focused on the actions most likely to help them improve.

Class teachers remain central to this work and will be supported by SLT and the SENCO where needed. CPOMS records, parent/carer views and advice from external agencies may be used to inform targets and review progress. Progress meetings should focus on what is working, what needs to change, and whether further support, reasonable adjustments, a behaviour plan, risk assessment or positive handling plan are needed.

Staff Responsibilities and Support

All staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour and referring regularly to The Crossdale Way;
- building strong, trusting relationships with pupils;
- leading the day-to-day management of behaviour in their classroom or area of school;
- adapting approaches for pupils with specific needs;
- following individual behaviour plans, risk assessments or positive handling plans where these are in place;
- recording behaviour on CPOMS when it meets the school's recording threshold;
- informing parents/carers, SLT and the SENCO about emerging or ongoing concerns where appropriate.

SLT and the SENCO will support staff to manage behaviour effectively, including through advice, monitoring, training and review of individual pupils' needs. This support applies to all colleagues who work with children, including midday staff.

Liaison with Parents and Other Agencies

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

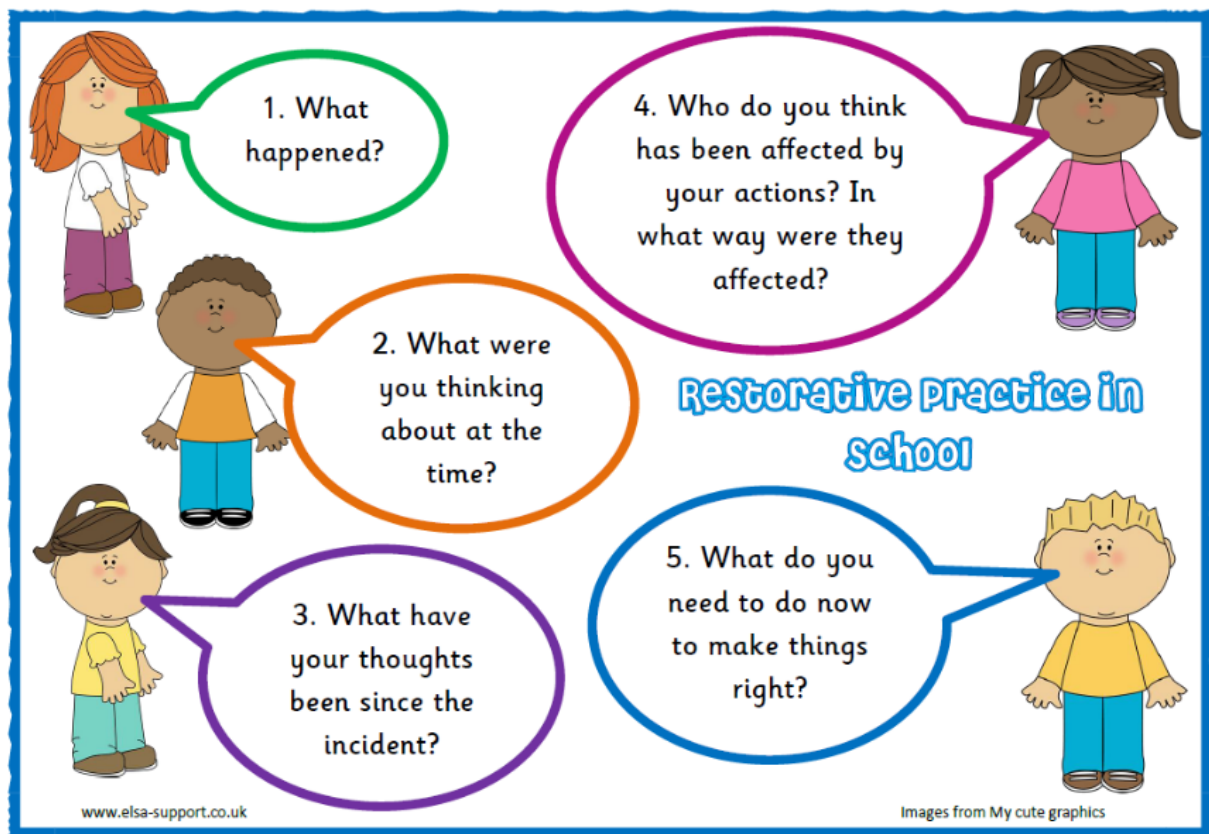
- support their child in following The Crossdale Way;
- keep school informed of changes that may affect behaviour;
- discuss concerns with the class teacher promptly;
- work with school on agreed strategies where their child has individual behaviour targets, a behaviour plan, risk assessment or positive handling plan.

We fulfil our duties under the Equality Act 2010 and will not discriminate against pupils because of a protected characteristic. We will make reasonable adjustments for disabled pupils and consider individual needs, including SEND, when applying this policy.

Where behaviour suggests that a pupil may have underlying or unmet needs, the class teacher will work with SLT and the SENCO to review support. Where necessary, advice may be sought from parents/carers, Equals Trust, specialist teachers, Educational Psychology, Early Help, the Healthy Families Team, medical professionals or other relevant agencies.

Support for pupils with additional behavioural needs follows a graduated response of assess, plan, do, review. CPOMS records may be used to help staff, parents/carers and external agencies understand patterns, triggers, adult responses and whether agreed strategies are working.

Appendix 1



Appendix 2

