CROSSLEY STREET PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIPS POLICY 2025/26

Crossley Street is committed to safeguarding and promoting the well-being of all children & expects our staff and volunteers to share this commitment.

This policy was written in consultation with children, staff and the Governing Body.

Statement of Intent

At Crossley Street Primary School, we celebrate the power of positive relationships as the foundation for excellent teaching and learning. We believe that respect - shown, shared, and experienced by both children and adults - nurtures a culture of kindness, confidence, and curiosity. By modelling and encouraging positive behaviour, we inspire our children to shine, equipping them with lifelong skills that reach far beyond the classroom. At every stage of school life, we actively recognise and praise the many ways our pupils contribute to a caring and respectful learning community.

Aims of the Policy

This policy supports teachers, parents, and Governors in creating a purposeful school environment that enables effective learning. It helps children grow into responsible young people who make informed choices. Our approach is positive, consistent, and rooted in strong partnerships between home and school.

We aim to:

- Foster a calm, purposeful, and happy environment where every individual feels valued and encouraged to achieve their potential
- Promote a culture of praise and encouragement, with respect and kindness at its heart.
- Support children in developing self-esteem and resilience
- Apply fair, consistent approaches to behaviour, centred on mutual respect
- Encourage children to make thoughtful, independent choices

Our Principles

We are committed to helping children become independent and resilient learners, confident in facing challenges. Adults model high standards of behaviour in their interactions with children and colleagues, demonstrating respect consistently.

Key principles include:

- Creating a positive climate with high, realistic expectations
- Emphasising the value of each individual
- Developing positive, respectful relationships across the school community
- Creating a sense of belonging and safety
- Encouraging accountability and responsibility for actions
- Committing to fairness and equity
- Providing opportunities for reflection and growth for both pupils and staff

Promoting Positive Behaviour

We have a variety of praise systems to encourage positive behaviour:

- Clear expectations, modelled and reinforced during assemblies, mini-assemblies, and class activities
- Recognition Boards highlighting children modelling desired behaviours
- Unconditional positive regard for all pupils and stakeholders
- Praise from teachers and adults for learning, effort, and behaviour
- Opportunities to share achievements with peers and teachers
- Weekly Celebration Assemblies, including Class Ambassador Awards
- “Over and Above” Praise Cards for exemplary behaviour, awarded by all staff, including the Head Teacher

Restorative Approach

Our Relationship Policy focuses on promoting positive relationships rather than rule enforcement. Restorative approaches are based on four key features:

- **Respect** – listening to others and valuing their opinions

- **Responsibility** – taking ownership of one’s actions

- **Repair** – developing skills to repair harm and prevent recurrence

- **Reintegration** – working through structured, supportive processes that maintain inclusion

Adults consistently guide children through restorative conversations, helping them reflect and repair relationships.

Restorative Process

1. **Private Reminders** – children receive quiet, escalating reminders. Reflection time may be used as appropriate.

2. **Restorative Conversation** – questions guide children to reflect on what happened, how they feel, who was affected, and what they need to do to make things right. Expectations include respectful listening, one person speaking at a time, and confidentiality.

3. **Restorative Conference** – for repeated or significant incidents, involving all affected parties, adults, and, if appropriate, SLT, Phase Leaders, or SENDCO.

Rewards

Rewards recognise high standards of personal and social behaviour, including:

- Recognition Boards and verbal praise
- Written praise on work, stamps, and stickers
- Class Ambassador Awards and House Points
- Celebration Assemblies and Head Teacher Awards
- “Over and Above” moments rewarded with Praise Cards
- Extra Golden Time, earned collectively through positive choices
- “Secret Student” weekly reward and the “Always Club” in the Hive

Sanctions

Sanctions are opportunities to guide children towards positive choices. They are applied consistently, fairly, and respectfully, and may include:

- Support with self-regulation or reflection time
- Internal reflection when safety or learning is compromised
- Loss of privileges, explained clearly
- Targeted support, helping children break down expectations, reflect, and develop strategies for improvement. This could be done using our Behaviour jigsaw (see Classroom Management section).
- Suspensions or Exclusions may be issued by the Headteacher

Children with EHCPs or social-emotional needs may receive bespoke support, with professional judgement applied to restorative strategies and sanctions.

Parental Communication

Parents are informed when multiple restorative conversations occur or when a child has been harmed. Both sets of parents are notified, and the situation is logged on CPOMS. Communication always emphasises that restorative processes were used and the matter resolved.

General Expectations of Behaviour

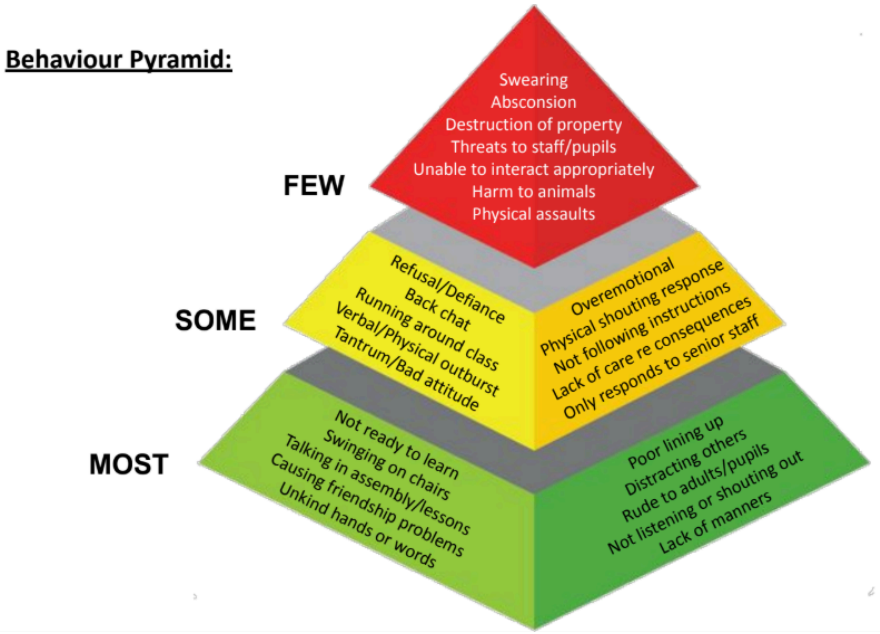
Moving Around School

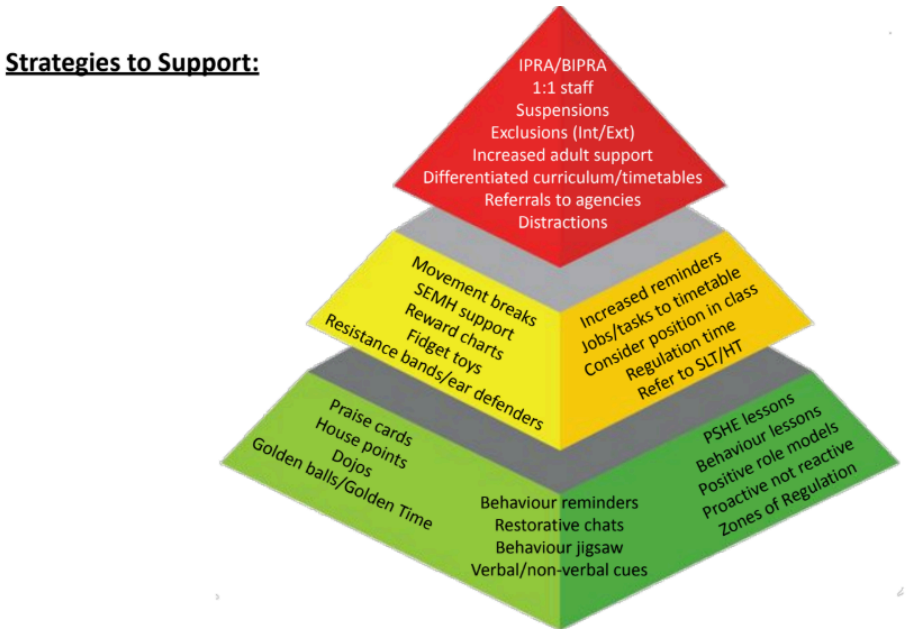
- Corridors are silent, monitored by a member of staff
- Classes are accompanied by at least one adult
- Children line up in alphabetical order, silent with a headcount undertaken when returning to the classroom from the playground
- Walk on the left-hand side quietly
- Keep the school clean and tidy
- Children move in pairs when travelling to other classrooms or offices
- Be courteous, hold doors, and act sensibly
- In EYFS, headcounts and shared procedures are followed

Classroom Management

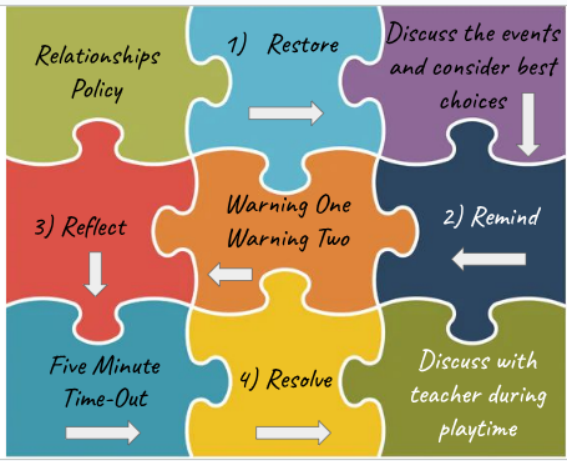
To promote positive behaviour, adults:

- Meet and greet children daily
- Organise classrooms thoughtfully with engaging resources
- Provide interactive and visually stimulating displays
- Value each child's work, opinions, and feelings, building relationships over time
- Set high standards and model respectful interactions
- Deliver a flexible and differentiated curriculum
- Support personal growth, risk-taking, and collaborative learning
- Follow strategies in Individual Plans and EHCPs diligently
- All of our strategies for managing behaviour can be found on our Behaviour Pyramid





Staff actively notice and praise positive behaviour, while addressing poor choices consistently. Low level behavioural issues in class follow through the **Behaviour Jigsaw** process.



The Senior Leadership Team (SLT) and Mr Whitehead will monitor behaviour in classrooms. A coaching system is available, with behaviour strategies modelled for all staff and demonstrated by Mrs Dodson, Mr Whitehead and other members of SLT.

Exclusions

Under the 2011 Education Act, it may be necessary for the Head teacher to exclude a pupil from school. Please see the school's exclusion policy for further information.

Use of Reasonable Force

The Department for Education has a 'Use of Reasonable Force' document which states that schools are able to use reasonable force when it is necessary to do so. For instance to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Additionally, if a pupil is causing harm to themselves, other children or adults, then the use of reasonable force will be applied to keep everyone safe.

The use of reasonable force will always be a last resort. Multiple members of staff have been 'Team Teach' trained by the local authority on the use of reasonable force.

Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a student. Schools should ***not*** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

If a physical intervention has been necessary, this will be recorded on CPOMS and staff understand the process of informing SLT/the Headteacher and parents/carers. Parents/carers will always be informed on the same day if a physical intervention is ever used.

The adult and child are also given 'restorative time' on the same day to restore and repair the relationship.

Roles and Responsibilities

Class Teachers and Learning Support Assistants

Facilitate the day to day management of pupils in their own classes and around school.
Have high expectations which promote desired behaviour.
Set time aside for 1-1 discussions so that children feel valued and secure
Be consistent but firm and fair.
Liaise with the Senior Leadership Team and parents as appropriate.
To implement strategies outlined in behaviour plans and EHCPs.

Head Teacher

Monitor implementation and effectiveness of policy.
Support the class teachers in effectively managing behaviour.
Share responsibility for the inclusion of all children on the Additional Needs Register with the SENDCO.

SENDCO

Advise on behaviour management to ensure the inclusion of all learners.
Provide support for children who require additional support to manage their social and emotional needs.
Formulate Individual Behaviour Plans and feed into EHCPs and reviews and any parental feedback and involvement

Learning Mentor

Support class teachers in providing for pupils with specific Social, Emotional and Mental Health needs.
Support class teachers and the Headteacher in managing instances of challenging behaviour and in promoting positive behaviour.
Support pupils in achieving individual targets taken from an EHCP or behaviour plan**.**

Pupils will:

Be Ready
Be Kind
Be Proud

Governors

Ensure policy is fairly and consistently implemented.
Support Head teacher and staff in implementing the Policy.
Receive regular reports from the Head Teacher about the effectiveness of this policy and the impact upon relationships and learning across school.
Receive information about any serious incidents, suspensions or exclusions.

Children with Additional Needs

The sanctions above apply equally to children with additional needs. However, children with additional needs will have a personalised approach, with bespoke strategies for effective behaviour management. Staff will use strategies to manage behaviour of pupils with SEN, in line with guidance from specialist support.

It is most important for all children to see parents and staff working together to establish socially acceptable attitudes and mutual respect for all members of the community. We have excellent home/school links which we actively encourage at all times.

We value and respect the partnership with parents and appreciate parental support in reinforcing the principles of this behaviour policy at home. However, we also appreciate that, on occasion, parents may disagree with the way in which a situation has been handled, or the outcome of an incident in school. We welcome respectful and polite discussion, which is open and constructive.

Equal Opportunities

A fundamental aim of this policy is to enable all children to have full access to the curriculum and other activities in a safe and secure environment. When acute needs are identified in a pupil, we will liaise with external agencies and plan support under consultation with the child, parents, staff who work with the children and will review this regularly, in response to how the child presents.

Monitoring and Evaluation

The implementation of this policy will be monitored by the Head teacher, Assistant Head Teachers and Learning Mentor. Its success will be monitored by all staff, Governors, school council and by formal and informal feedback from parents.

This policy is available on the school website and via request at the school office.

Reviewed by HT/Behaviour Lead	-	September 2025
Approved by Staff	-	September 2025
Approved by Governors	-	September 2025
To be reviewed	-	September 2026