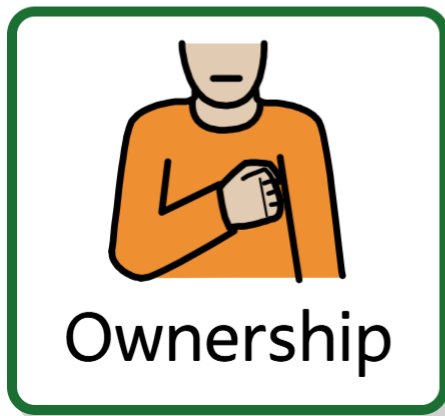




Crowcroft Park Primary School

Behaviour Policy



Policy Created Date	Review Date	Agreed By
September 2026	October 2027	Full Governing Body

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Crowcroft Park Behaviour Policy

At Crowcroft Park, we recognise that behaviour is communication. We aim to respond to all behaviour with curiosity, empathy and skill-building. We know that all children thrive when they feel safe, supported and understood. We believe that consequences should never be used to shame or control, but as compassionate interventions — to help children learn the emotional, social, or communication skills they need to succeed in school and life. Every behaviour response is an opportunity to teach, connect, and co-regulate.

OUR PRINCIPLES

- All children, staff and visitors have the right to feel safe, valued and respected, and to learn free from distraction or disruption.
- Crowcroft Park Primary School is an inclusive school, and all children, staff and visitors should be protected from any form of discrimination.
- We strive for equity; where everyone gets what they need to achieve.

THE AIMS OF THIS POLICY

1. To describe how we will create a positive behaviour culture across the school.
2. To clearly set out the expectations for behaviour throughout the school day.
3. To define what we consider to be unacceptable behaviour.
4. To set out the different roles that people play in creating a positive culture around behaviour.
5. To outline our responses to positive behaviours and harmful behaviours.
6. To detail our behaviour approach for pupils with SEND.

This will create a safe environment in which children can learn and reach their full potential because it will lead to a high level of shared understanding and consistency across all aspects of school life.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE):

- Statutory guidance on: Suspension and Permanent Exclusion (July 2026), Mobile Phones in Schools (June 2026), Working Together to Improve School Attendance (July 2026)
- Guidance on: Restrictive Interventions and Reasonable Force (April 2026), Preventing Bullying (July 2026)
- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- The Equality Act (2010)
- Keeping Children Safe in Education (updated 2026)
- Guidance for safer working practice for those working with children and young people in education settings (2023)
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)
- The Manchester Inclusion Toolkit

1. A POSITIVE BEHAVIOUR CULTURE

Consistent Routines & Environments

- We use silent management signals across the school (1,2,3 transitions; stop signal; TTYP; MTYT).
- We use consistent visuals in every classroom.
- We have an agreed whole school timetable.
- We have agreed school pedagogies (including in relation to SEND adaptations) and follow a My Turn, Our Turn, Your Turn lesson structure.
- We follow an agreed approach to classroom environments.

Staff Training

- All staff will be trained in the application of the Behaviour Policy upon induction.
- All staff will receive behaviour training annually.
- Attention will be drawn to effective behaviour management throughout the school year through bite-sized training, briefings and coaching.
- Individual behaviour management coaching will be provided as required.

Behaviour Curriculum

- Our rigorous Whole Child curriculum supports children to develop as people and to understand the importance of appropriate behaviours and positive attitudes. This is detailed in our Whole Child Policy.
- We start each year, with a week-long focus on relationships, behaviour expectations and routines. At the beginning of the spring and summer terms, we spend a full day revisiting these principles.

Parental Engagement

- We share our expectations relating to behaviour at the start of every year through our Parent Welcome Meetings for every year group.
- We ask parents to commit to supporting our behaviour approaches in and out of school.
- We provide support for families through strengths-based conversations, by modelling the expectations and systems that we use, providing resources or through signposting and referral to external agencies as required.

Transition

- Between settings: we believe that knowing children and their families well and welcoming them warmly is the key to developing strong relationships and meeting need appropriately. We therefore proactively seek information regarding children joining our school from adults who know them well and share information with onward settings. All information is shared following robust GDPR principles.
- Between classes: In the second half of the summer term staff find out about the unique individuals and group dynamics of their new class and spend time with the children to develop relationships and make them feel safe prior to the start of new year.

2. OUR EXPECTATIONS

Our role is to educate children both for the present and the future. We therefore aim to teach them how to regulate their own behaviour across a range of different situations to maximise their success.

Our School Rules

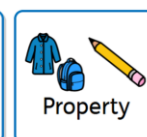
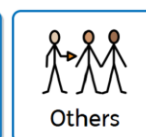
We have chosen three simple and memorable rules that are positively framed and can be applied in any situation:



RESPECT Yourself

RESPECT Others

RESPECT Property



All adults are expected to refer to these during restorative conversations. The school rules are displayed in every classroom.

In the Classroom

Adults are expected to welcome children into the classroom for each session and use this as an opportunity to share the expectation that all children are engaging with learning to the best of their ability at that time.

Our classroom behaviour system follows a metacognitive approach to support children to become highly effective learners with well-developed executive function. We actively teach children how to be effective learners and celebrate improvements. We have defined what effective learning behaviours look like:

	PROACTIVE Proactive learners take notice of feedback from others and from their own experience, to improve their approach to learning incrementally. They do things differently as a result of new learning and their skills and knowledge therefore improve rapidly. They choose to use support resources if required but do not overly rely upon these.
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	ACTIVE Active learners 'lean in' to their learning. They listen and attend with high levels of engagement, engage with activities, ask and answer questions. They start work swiftly and organise themselves well. They willingly use support resources when these are suggested by an adult.
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In Key Stage 1, our children begin the day on the 'active' leaf, recognising and encouraging this positive behaviour.

In Key Stage 2, our children begin the day on the blue space outside the leaves so that adults can highlight and celebrate active and proactive behaviours. Drawing attention to these behaviours explicitly serves to teach our children how to become successful learners.

	PASSIVE Children who are quiet and ‘well-behaved’ but not engaged or not actively listening may be passive. These children are not learning effectively, and it is important that we notice these children and explicitly support them to be active. IMPORTANT: We do not put children's names on this leaf as this would not match our respect values – instead these visuals act as a prompt for adults and a means of opening a supportive conversation.
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	DISRUPTIVE Any behaviours that interrupt the teaching or the learning are disruptive. These children are not learning, and they are stopping others from learning, so it is essential that we seek to understand the underlying causes of the behaviour. IMPORTANT: We do not put children's names on this leaf as this would not match our respect values – instead these visuals act as a prompt for adults and a means of opening a supportive conversation. Adults record disruptive behaviours privately and allocate reflection time appropriately.
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We follow a MT, OT, YT lesson structure. This gradual release of responsibility approach is an evidence-based method. The following behaviours are expected during each of these phases:

	CHILDREN	ADULTS
MY TURN	• Listen and focus their attention on the adult. • Do not talk during this stage of the lesson.	• Provide consistent and appropriate adaptations and/or intervention to support individual needs. • Maintain eye contact with children and oversight of the class. • Set expectations for the MT phase, using the MT silent signal. • Deliver information explicitly and concisely, with clarity and enthusiasm. • Consider the age and stage of the children in their group when planning MT.

Adults move flexibly between MT and OT as required to meet the learning goals.

	CHILDREN	ADULTS
OUR TURN	- Expected to actively engage in the activities provided. - Work positively and collaboratively with peers. - Ask questions to clarify their understanding.	- Adapt activities as required in line with the school's SEND guidance. - Assess learning during this stage. It is essential that they plan enough opportunities to check that children are ready to move to YT. - Provide clear activities to enable children to be actively engaged during this phase. This may include the use of sentence stems or whiteboards.

	CHILDREN	ADULTS
YOUR TURN	- This is the opportunity for children to apply their new learning and embed skills, so they are expected to work without talking in line with cognitive load principles (unless a specific talking activity has been set). - Start their work swiftly.	- Reinforce YT expectations and maintain oversight. - Encourage and support independence.

Adults must create a calm and organised classroom space for children to work in, where all resources are accessible and well-maintained. Children are expected to remain seated unless directed by an adult.

Children should be allowed to meet their personal needs (drinking and using toilet etc) as required. However, adults must notice when a child is frequently using personal needs as a way to interrupt learning. It is important on these occasions to unpick and address the needs beneath the behaviour (boredom, excessive challenge, sensory needs, avoidance, attention, illness etc).

Moving Around School

Adults should always supervise children when they are moving around school and model expected behaviours.

Children should walk on the left of the corridor when moving around the school and should not talk as other children are learning. They are encouraged to hold doors open for others.

In the Playground

A wide range of sporting and physical activities are provided on the playground each day. This time is an opportunity for children to talk, play and socialise. Groups of children are allocated to different play spaces each day to avoid overcrowding. We acknowledge that unstructured times

can be more challenging for many children and that adult support and consistent expectations are therefore more important than ever.

• Children are expected to play without harming one another either verbally or physically. They should respect the rules of games and use equipment as it is intended. • At the end of play, adults ring the bell and children are expected to stop play and stand still without holding equipment. On the second ring, children should walk to their class line without talking, where they will be greeted by one of the adults who will be teaching the next session.	• Adults should always lead children out to the playground and visually risk assess before play begins. • Adults must engage positively with the children, promoting active play and conversation and supporting children to resolve any issues that may arise. They should teach and model the rules and expectations of different games and equipment to enable children to be successful. • Adults must respect the purpose of the different spaces within the environment (for example, football is only played on the pitch, the hut is a ball-free space) and reinforce this. They should ensure that all equipment is available for the children. • Adults must anticipate situations that may lead to children becoming dysregulated and notice when this is a risk for individual children in order that they can intervene early.
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In the Dining Hall

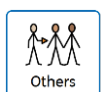
• Children are given a full half hour to eat their lunch in order to create an atmosphere in which eating with peers and socialising at the table is valued. Children are allowed to choose their seat on a daily basis. Talking is encouraged, but shouting is not allowed. • On entering the dining hall, children sit at tables and await the invitation to approach the hatch to choose their food. Once all children from a class are seated, the group can begin their lunch. Once seated, children are expected to remain in their places until they have finished eating. • Older children are encouraged to be more independent, using the self-serve	• Adults use this time to engage with children away from the classroom and encourage polite conversation, table manners and positive eating habits (trying new foods etc). • Adults serving children, model expected behaviours and show warmth and friendliness. Adults must use silent signals and positive interactions.
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salad bar, offering to pour drinks to peers and clearing their own plates. • Children must walk in the dining hall for safety.	
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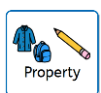
3. BEHAVIOURS WE DO NOT ACCEPT



We discourage any behaviours that may be damaging to the child themselves through our Whole Child curriculum: **Respect Yourself**



We have a zero-tolerance approach to behaviour that causes harm to others — physical, sexual emotional or discriminatory. At the same time, we understand that such behaviours may emerge from distress, trauma or unmet needs, particularly for children with SEMH or neurodivergence: **Respect Others**



We do not accept children wilfully damaging property or the environment: **Respect Property**

Banned Items

Children are not allowed to bring items from the following categories into school:

- Harmful substances (alcohol, drugs, tobacco/nicotine products, chemicals, lighters/matches etc).
- Electronic Devices (mobile phones, smart watches, tablets).
- Weapons (knives, tools, catapults, pellet guns etc).
- Inappropriate leaflets or images (sexual, hate etc).

If banned items are discovered, they will be confiscated, stored securely and passed to an adult family member at the end of the day. If banned items are suspected, we will search bags with the child's permission or invite a family member to meet us in school. We will never search children. We will seek to understand how the child has accessed the item and why they have brought it into school before deciding upon an appropriate course of action.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group, by another person or group, where the relationship involves an imbalance of power. This is taught to children using the acronym STOP (Several Times On Purpose).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be: emotional, physical, prejudice-based or sexual.

Bullying may take place in-person or online.
Bullying can be enacted directly or indirectly.

4. ROLES & RESPONSIBILITIES

Governing Body

Give guidance to the Headteacher in drawing up the behaviour policy by reviewing and approving the written statement of behaviour policy.

School Leaders

The Headteacher has a duty to publish the statement of behaviour principles on the school website.

The SENDCO ensures that all pupils with SEND are effectively provided for within this policy.

Senior leaders will develop the Behaviour Policy with reference to the DfE guidance documents and statement of principles.

Implement the policy and monitor its effectiveness for all pupils (including reviewing Arbor entries and data).

Class Teachers

Class teachers are responsible for the children in their class at all times during the school.

All Staff

Engage in training relating to children's behaviour.

Implement the Behaviour Policy consistently.

Model expected behaviours and positive, respectful relationships at all times.

Record behaviours on Arbor promptly and factually.

Seek support from senior leaders to develop effective behaviour management as required.

Parents

Read the behaviour policy and support the school to implement it effectively.

Report any concerns.

5. BEHAVIOUR RESPONSES

Rewards & Celebrations

We know that children flourish when they know what they have done well and it has been recognised and rewarded.

- Non-verbal micro-interactions
- Specific verbal praise
- Stickers
- Home time praise
- Phone calls home
- Values tokens and values prizes
- Values postcards
- Aspiration slips for excellent pieces of work – shared with a member of the leadership team and parents/carers
- Proactive Learner badges
- Class marble jar

Consequences & Sanctions

In order for children to learn and behaviour to be modified, as well as to deter inappropriate behaviour, consequences and sanctions are sometimes required. The application of these in response to disruptive behaviour is outlined in the flow chart that follows.

	Disruptive behaviour interrupts the flow of teaching and thereby has a negative impact on learning. Disruptive behaviour can make other children feel unsafe. We aim for our response to disruptive behaviour to be clear and consistent. We recognise that everyone makes mistakes and that we are life-long learners. We hope that by being clear and consistent, we can support our children to make the right choices at the right time.
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Use of non-verbal micro-interactions



Look for and recognise (verbally or non-verbally) a positive.



Verbal reminder
"Show me . . ."

Responding to Disruptive Behaviour – OUR STEPS

*Determined as necessary
by the adult teaching

Harmful Behaviours

In situations where a child harms another child, adult or themselves, we will:

- Ensure safety first, using calm adult presence and protective action
- Log the incident on Arbor and inform parents the same day
- Facilitate a restorative process with the child, using age-appropriate language and tools
- Support the child in understanding the impact of their actions, without shaming them

Intervention might include:

- Emotion coaching or social stories
- Access to a key adult for relationship repair
- Safe reparation activities or co-created plans
- Rehearsal of safer choices or responses
- Referrals to in-school or external SEMH support where needed

In very serious situations, children may be given an internal exclusion, suspension, or (last resort) permanent exclusion. These actions are not taken lightly. They can only be implemented by senior leaders in conjunction with parents and under the guidance of the Manchester Inclusion Toolkit.

Harmful Sexual Behaviours

All sexualised behaviours will be taken seriously and assessed using the AIMS checklist and guidance (Assessment, Intervention, Moving On).

Parents will always be informed and involved.

We recognise the sexualised behaviours may indicate a safeguarding concern.

Bullying

All children and staff must know how to report bullying incidents and feel safe doing so.

Suspected bullying will be recorded on Arbor using a specific form that includes child voice of both the bully and the victim.

All reported incidents are investigated promptly and thoroughly, gathering information from all parties involved.

Appropriate action is taken based on the findings of the investigation, including support for the victim, intervention for the bully, restorative processes, liaison with families and consequences if necessary.

All bullying concerns will be monitored to ensure that bullying has stopped and that both the victim and the bully are receiving the support they need.

If bullying takes place off school premises or online, we will speak with the children involved and provide support and signposting to families.

Reasonable Force

On rare occasions, physical intervention may be required in order to ensure the safety of children and adults. If used, physical intervention will always use minimal force for the minimum time. Any use of reasonable force will always be recorded on Arbor and reported to families by senior leaders.

Criminal Behaviours

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

6. SEND

Our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all children can achieve and thrive both in and out of the classroom. We have considered how our whole-school approach meets the needs of all children in the school, including children with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all children. Our positive behaviour culture creates calm environments which benefit all pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our policies or practices. Under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and we must co-operate with the local authority and other bodies. As part of meeting any of these duties, we should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.