



**Leeds East
Primary Partnership**
A CO-OPERATIVE TRUST

**Cross Gates
Primary School**

Policy and Procedure

Cross Gates Primary
School

Policy: Positive Behaviour Policy

Mission Statement: Believe, Belong, Achieve

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

Written by: Sophie Wilkinson

Ratified by Governors: Oct 2026

Date to be reviewed: Oct 2027

Aims

The aims of this behaviour policy are to:

- promote a calm, purposeful and positive atmosphere in and around school
- create an inclusive environment where all children can feel safe and have the opportunity to work to the best of their ability in all areas of school life
- promote a consistent approach to positive behaviour in school and is used by all adults
- ensure high expectations for conduct behaviour and behaviour for learning are held at all times by all staff
- promote a culture of mutual respect and shared responsibilities and values
- recognise, value and encourage parental cooperation in supporting behaviour management in school
- ensure staff are excellent role models in our own conduct, demonstrating consideration and respect for all staff, children and our community
- ensure staff challenge any unacceptable behaviour promptly and consistently, in line with this policy

Values



Behaviour Principles

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Cross Gates Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Inclusion and Relationships and Equality policies, reflecting the duties of the Equality Act 2010.

High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support.

Governors and leaders expect a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school.

Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied with professional judgement. Wherever possible a restorative approach to resolution will be used alongside a sanction.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

We expect pupils and parents/carers to co-operate as 'partners in learning' to maintain an orderly climate for learning.

The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

Expectations for Behaviour

We expect all members of our school community – pupils, staff, parents, and visitors – to:

- Treat each other with respect and kindness.
- Listen to and value different perspectives.
- Take responsibility for their actions.
- Contribute to a positive and safe learning environment

Restorative Practice

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important. All restorative conversations will use the following script:

Can you tell me what happened?

What were you thinking/feeling at the time?
Who do you think has been affected by your action?
How were they affected?
What needs to happen to make things
right/repair your relationship?
Do you think it has been dealt with fairly?

Our restorative approach helps pupils:

- Understand how their actions can affect others
- Develop positive characteristics they can use in and out of school
- Understand themselves and each other better
- Learn why it's important to see another person's point of view
- See that we all learn through making mistakes as well as through being successful
- Learn how to move through conflict creatively
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown
- Restore working practices after resolving relationships

Positive Behaviour – praise and rewards

3 stages:

Stage 1 – Everyday Recognition (minimum expectations)

Examples of praise:

- smile/nod/thumbs up
- verbal recognition
- comments in books
- stickers

Stage 2 – Enhanced Recognition

Examples of praise:

- one point token (placed in box and logged on Arbor)
- showing good work to the class or other teachers
- being given a job or responsibility
- positive postcard home

Stage 3 – Exceptional Recognition

Examples of praise:

- one point token (placed in box and logged on Arbor)
- showing good work to SLT
- certificates/achievements in assembly
- phone call home
- values winner
- termly recognition prizes

Actions if pupils are not meeting expectations

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action using a staged approach based on the nature and severity of the incident. There a wide range of consequences / sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

These include:

- Scripted support conversations
- Missing part of break/lunchtime
- Parents informed
- Internal exclusion
- Loss of roles/responsibilities
- Fixed term suspension
- Direction offsite/managed move (most serious cases)

The Zones of Regulation should be referred to throughout all stages of the behaviour policy, where appropriate.

Bullying

We define bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms including physical, verbal, threatening or intimidating behaviour, cyber bullying, sexualised bullying or theft/damage to property.

We believe that all children in our care should be provided with an environment that is safe and secure. We use a range of measure to prevent bullying. Difference and diversity are taught about and celebrated through our PSHE and RE curriculum and through assemblies.



Children are actively encouraged to identify and report bullying through the following acronyms, and will be positively supported by all staff.

All allegations will be investigated thoroughly, recorded on CPOMS and dealt with on an individual basis. They will be dealt with restoratively with appropriate consequences and all relevant parties will be communicated with. See our separate Anti-Bullying Policy for further details.

Child on Child Abuse

We recognise and address child-on-child abuse, including physical, emotional, sexual, and online abuse.

We provide education on healthy relationships, respectful behaviour, and safeguarding. Incidents of child-on-child abuse are recorded and responded to appropriately, with safeguarding procedures followed.

Positive Handling (use of reasonable force)

Only in extreme circumstances will a member of staff physically intervene with a child. All adults (acting in loco-parentis) may intervene if they feel a child will pose a risk of physical harm to themselves, others or are going to cause serious damage to property. Physical intervention must follow authorised Team Teach practice. See separate Use of Reasonable Force Policy for further details.

Exclusions/Suspensions

Our school is committed to providing a safe, supportive and inclusive environment where all children can learn and succeed. We aim to promote positive behaviour through clear expectations, strong relationships and early support.

Suspensions and exclusions are used only as a last resort and in line with Department for Education guidance. The Headteacher may suspend or exclude a pupil where there has been a serious breach of the Behaviour Policy or where a child's behaviour poses a significant risk to the safety, wellbeing or education of others.

Where a suspension is necessary, we will work closely with parents/carers and the child to support a successful return to school. A reintegration meeting will be held to discuss strategies and support moving forward.

We recognise that some children may have additional needs and will consider individual circumstances, including SEND and any other vulnerabilities, when making decisions about behaviour and sanctions.

Our goal is always to help children learn from their mistakes, repair relationships and remain engaged in their education wherever possible.

Roles and Responsibilities

All Staff:

- Model positive behaviour.
- Promote and implement this policy consistently.
- Build positive relationships with pupils.
- Address inappropriate behaviour in a fair and restorative manner.
- Maintain accurate records of behaviour incidents.

Senior Leadership Team:

- Provide leadership and guidance on behaviour management.
- Oversee the implementation of this policy.
- Ensure staff are trained in Restorative Practice.
- Make decisions regarding serious consequences, including exclusions.
- Monitor and evaluate the effectiveness of the policy.

Governing Board:

- Approve and review the Behaviour Policy.
- Ensure the policy complies with legal requirements.
- Support the school in promoting positive behaviour.

Parents/Carers:

- Support the school in promoting positive behaviour.
- Work in partnership with the school to address any concerns.
- Communicate openly and honestly with the school about their child's behaviour.

Pupils:

- Contribute to a positive learning environment.
- Treat others with respect.
- Take responsibility for their own behaviour.
- Participate in restorative processes when appropriate.

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Use of Reasonable Force Policy
- SEND Policy
- Equalities Statement