



Croxby Primary
Bricknell Avenue
Hull
East Riding of Yorkshire
HU5 4TN
Tel 01482 846171
office@croxbyprimary.co.uk
www.croxbyprimary.co.uk

Croxby Primary Behaviour Local Procedures

Lead Member of Staff: Rebecca Wright (Assistant Headteacher)

Date of Latest Review: 01.09.25

Next Review Date: 01.09.26

Introduction

This document outlines the local procedures for Croxby Primary School to implement The Consortium Academy Trust's Behaviour Policy in daily operations. These procedures clarify the practical application of the Trust Behaviour Policy within the school environment and are not intended to duplicate, alter, or adapt any part of the Trust's policy. The Trust Behaviour Policy remains the definitive reference for all matters relating to behaviour management, and compliance with it is mandatory. A copy of the Trust Behaviour Policy is available on the Trust's website [The Consortium Academy Trust - Statutory Policies](#)

Purpose of Local Procedures

The purpose of these local procedures is to provide clear guidance on how staff, learners, and the wider school community operate within the framework of the Trust's Behaviour Policy. They clarify specific routines, roles, and responsibilities unique to Croxby Primary, ensuring consistency and alignment with the overarching policy.

Scope

These procedures apply to all staff, learners, and stakeholders of Croxby Primary. They must be used alongside the Trust Behaviour Policy. All staff are required to familiarise themselves with both the Trust Behaviour Policy and these local procedures.

Core Principles

Adherence: All local procedures strictly align with the Trust Behaviour Policy.

Clarity: Local procedures describe specific operational routines, roles, and responsibilities.

Consistency: Practices promote uniform application of the policy across all stakeholders.

Local Procedures

1. Communication of Behaviour Expectations

At Croxby, we expect the highest standards of behaviour and make a point of acknowledging, praising, and rewarding positive behaviours. We recognise that our children are unique and individual and that some may require additional support to achieve the high expectations we have for all. We believe that every learner has the right to learn in a safe, respectful, and inclusive environment.

The procedures set out clear expectations and consequences for behaviour which are designed to:

- minimise disruption
- improve attendance and punctuality
- promote respect and equality of opportunity
- foster a positive school culture

All children, staff, and parents share responsibility for promoting good behaviour. Year 6 Head Pupils, Deputy Head Pupils, and House Captains are chosen to model exemplary standards across the school.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents/carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

2. Daily Operational Routines

Croxby Primary maintains consistent routines to support high standards of behaviour and learning.

Morning Arrival and Punctuality

- Learners are expected to arrive on time, ready to learn. Punctuality sets a positive tone for the day, reduces disruption, and develops responsibility.
- Parents of learners who persistently arrive late without valid reason will be contacted via Arbor and may be asked to attend a meeting with the Headteacher and Attendance Leader.

Uniform

- Learners are expected to wear the correct school uniform, including PE kit, as outlined in the Uniform Policy. Wearing the correct uniform prepares learners for the world of work and promotes pride in belonging to the school.
- Where uniform is missing, parents are notified via Arbor and asked to provide it. Temporary items may be borrowed from the school's pre-loved section.
- If necessary for safeguarding, learners may be kept out of class until a uniform issue is resolved.

Homework

- Homework reinforces learning, builds independence, and develops key life skills such as organisation and responsibility.
- Homework is set in line with the Teaching and Learning Policy.
- Learners who do not complete their weekly reading will be encouraged to attend Homework Club on Fridays.

Classroom Conduct: Staying On-Task and Respectful

- Learners are expected to remain on-task, work hard, and participate fully in lessons.
- Learners who call out, interrupt, distract others or disrupt learning will receive a staged response: reminder, warning, reflection time, and if necessary, removal from class.
- If a removal occurs 3 or more times in a half term, a phone or meeting would be arranged with parents and a possible behaviour plan put in place for a 4-week period.

Break and Lunchtimes

- Learners will have access to OPAL play and supervised by staff to ensure play is safe and respectful.
- Rough play, unsafe or unkind behaviour will result in corrective action in line with the sanction route.

End of Day Dismissal

- Learners leave in an orderly, safe manner, ensuring a calm conclusion to the day.

3. Roles and Responsibilities

Croxby Primary promotes a shared responsibility for maintaining high standards of behaviour. Each group within the school community has a distinct role:

- Teachers: Lead classroom management, using proactive, low-arousal strategies to maintain a positive learning environment. They follow the staged sanction route consistently and reinforce expectations through praise and encouragement.
- Support Staff: Provide targeted support and interventions for learners who require additional guidance. This includes restorative conversations, emotional support, and the implementation of the Thrive® approach to help children regulate behaviour.
- Leadership Team: Ensure whole-school consistency in behaviour management. They monitor incident patterns, support staff in applying procedures, and engage directly with families when escalation is required.
- Pupil Leaders: Head Pupils, Deputy Head Pupils, and House Captains act as role models. They are chosen for their ability to embody the school values and set positive examples for peers across the school.

4. Behaviour Monitoring and Reporting

Behaviour is monitored closely at Croxby to ensure fairness, consistency, and accountability:

- Recording: Behaviour incidents from Stage 4 onwards are logged on Arbor to maintain accurate records.
- Communication with Parents: Parents are informed promptly of removals or exclusions, ensuring they remain active partners in supporting behaviour improvement.
- Analysis: The Leadership Team reviews patterns and trends in behaviour regularly, using this information to identify support needs, address recurring issues, and celebrate improvements.

5. Rewards and Recognition

At Croxby, we believe that recognising and celebrating positive behaviour fosters a strong, inclusive culture. All learners and staff belong to one of four house classes — Dahl, Rowling, Tolkien, and Blyton. The team approach ensures that positive attitudes and behaviour contribute not only to individual success but also to the wider school community.

Approach to Recognition

- Croxby uses a low-arousal approach to inspire positive behaviour, encouraging learners to make good choices in line with our school rules: Work Hard, Be Kind, Aim High
- Staff reward children through enthusiasm, encouragement, humour, time, and attention, reinforcing positive choices.

Reinforcements and Rewards

- House Points/Tokens: Awarded for demonstrating school values and following the rules.
- Precise Praise: Sincere, specific feedback outlining the positive behaviour observed.
- Headteacher Stickers: For exceptional effort and achievement.
- Positive Communication Home: Recognition shared with families through Arbor, phone calls, or text messages.
- Hot Chocolate Friday: One learner from each year group is invited weekly to celebrate outstanding behaviour with the Headteacher.
- Celebration Assemblies: Regular assemblies highlight and reward positive contributions across the school.

6. Managing Sanctions and Responding to Incidents

At Croxby Primary, we have a clear and consistent approach to sanctions when behaviour does not meet expectations. Consequences are most effective when applied immediately and completed on the same day. This certainty supports learners in recognising the impact of their behaviour and encourages them to make better choices in the future.

The Consequences Matrix in the Trust Behaviour Policy and Appendix A, sets out the responses pupils can expect if their behaviour falls below expectations. All incidents are recorded on Arbor, and parents are notified of behaviours from stage 3 as appropriate.

Sanction Route

- Quick correction – teacher reminds pupil of the expected behaviour.
- Formal Warning (C1) – clear direction of the behaviour required, and a visual behaviour card given to the child.
- 5-minute time-out (C2) – a move within the class, or by the teacher if outside, for reflection.
- Removal to another class (C3)– loss of break or lunch, parents informed and logged on Arbor.
- Parental meeting – if behaviours persist, a meeting is held, and a behaviour chart is used.
- Serious Incidents (C4)– such as physical harm, verbal abuse, racism, homophobic language, vandalism, or theft may result in removal, suspension, or exclusion in line with Trust policy.

Restorative Practice

Croxby is a restorative school. Where disagreements or conflicts occur, restorative conversations help learners to reflect, repair relationships, and take responsibility for their actions. Sanctions may still be applied alongside restorative work to ensure accountability. Children are supported with a child-friendly version of the sanction route to help them understand the process.

7. Other Local Practices

Croxby Primary embeds additional practices that strengthen the school's culture and ensure that behaviour expectations are consistently met:

- **Thrive® Approach:** Supports pupils' social and emotional development, builds resilience, and promotes self-esteem. Staff use Thrive strategies to help children understand emotions and develop positive ways to regulate their behaviour.
- **Restorative Practice:** Encourages learners to take responsibility for their actions, develop empathy, and repair relationships when conflict or harm has occurred.
- **Punctuality and Attendance:** Strongly prioritised to maximise learning time and instil habits of reliability and respect. Persistent concerns are addressed swiftly with both learners and parents.
- **Homework and Uniform:** Reinforced as essential habits for responsibility, organisation, and preparation for later life. Learners are expected to complete homework on time and wear the correct uniform, with support offered where needed.

Monitoring and Review

These local procedures are reviewed annually, or sooner, if necessary, to ensure they remain aligned with The Consortium Academy Trust Behaviour Policy. The Leadership Team monitors their effectiveness in practice and makes adjustments where required.

Feedback from staff, learners, and parents is welcomed as part of this process, supporting continuous improvement and ensuring that Croxby Primary continues to provide a safe, respectful, and aspirational learning environment for all.

Conclusion

By embedding these local procedures into daily practice, Croxby Primary ensures the consistent and effective implementation of The Consortium Academy Trust Behaviour Policy. Through clear expectations, positive recognition, restorative approaches, and strong partnerships with families, we nurture a safe, respectful, and inclusive environment where every child is valued. Our commitment is to help learners **work hard, be kind, and aim high**, equipping them with the skills, resilience, and confidence they need to thrive both within school and beyond.

Appendix A – Pupil Choices and Consequences

Stages	What has happened:	Because of this:
Quick correction	<u>Behaviour choices</u> that do not meet the expected standard. E.g. <ul style="list-style-type: none"> Swinging on a chair Interrupting/calling out Talking when should be listening Running inside Making silly noises Distracting others Intentionally slow to complete work Ignoring instructions Refusal to complete work Sight of mobile phone or smart watch Answering back Leaving the classroom Unsafe play Unsafe use of equipment Unkind behaviour 	<u>Consequence</u> A quick reminder of the standard we expect to see.
C1	<u>Choosing</u> to continue with any behaviours from above within the same lesson.	<u>Consequence</u> A formal warning will be given.
C2	<u>Choosing</u> to continue with any behaviours from above within the same lesson whilst still on a warning.	<u>Consequences</u> A move either within the class or 5-minute time out in your own class. At breaks this would be to either stand with a member of staff or in a designated area for 5 minutes.
C3	<u>Choosing</u> to continue with any behaviours from above after a move or a 5-minute time out. A learner can move straight to a remove if their behaviour matches the policy matrix for example: swearing	<u>Consequences</u> A remove to work in another classroom <ul style="list-style-type: none"> miss your next break time. parents will be informed through the Arbor App A remove at break would lead to being sent to the duty leader inside. <ul style="list-style-type: none"> miss your next break time. parents will be informed through the Arbor App
C4	Any unacceptable <u>behaviour choices</u> such as: <ul style="list-style-type: none"> Leaving the academy site Threatening behaviour Bullying Intentional physical harm/verbal abuse towards staff or pupils Extreme dangerous behaviour Swearing at someone Racism Homophobic language Vandalism Destruction of property Stealing Fighting Refusal to accept consequences 	<u>Consequences</u> <ul style="list-style-type: none"> move straight to C4: work out of your own class for the day. lose privileges such as play break and lunch time. parents will be informed through the Arbor App This stage could also result in a fixed term exclusion.