



Love ~ Respect ~ Shine

Behaviour Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	P.Glynn	Full Governing Body	July 2021	July 2022	

School Ethos

As a Catholic school we draw our main inspiration from the teaching of Christ and His Church and the overall ethos we seek to promote should reflect these teachings. We want our children to:

'Love because He first loved us.'
1John 4:19

Our Mission Statement

This Mission Statement is for all in the Cheadle Catholic Infant School Community and is the foundation of the school's purpose.

The Mission of Cheadle Catholic Infant School is:

*'At Cheadle Catholic Infant School we love and respect each other.
We love to learn and let our inner light shine brightly in all that we do.'*

In order to foster such an ethos in our school we believe we must actively seek the following aims:

- To encourage every child to develop to the fullest in accordance with his/her capabilities in all aspects of the curriculum i.e the spiritual, moral, physical, academic, social and aesthetic.
- To encourage each child to have an awareness of the needs of others and a sense of his/her own worth.
- To foster a desire to learn and to create an environment where he/she will learn without fear, hostility, ridicule or shame.
- To make learning and the acquisition of skills as exciting and as interesting a process as possible, and the quest for knowledge enjoyable.
- To develop a trusting relationship with each child in order to encourage self-confidence and self-esteem.
- To create an atmosphere in which the child is encouraged, praised and treated fairly.
- To provide opportunities for the child to experience approval, acceptance and friendship in a secure and caring environment.
- To establish and maintain strong links between home, families and school.

Policy Statement

It is the responsibility of every member of the school community to contribute to the realisation of the Mission Statement. The environment in which the school community lives and learns makes non-verbal statements about the ethos of the school, its values and its priorities. This is expressed in such things as the atmosphere of welcome, the visible care, concern and respect for people, the quality of work and display, religious symbols and respect for property.

It is necessary therefore to create a positive atmosphere where self esteem, good manners and moral conduct are viewed as important elements. Each child is to be valued as an individual, entitled to respect and fair and just treatment, since it is only in such an atmosphere that the child will begin to respect him/herself and set him/herself high standards of behaviour. It is also important that every child comes to understand that the rights and feelings of others are important and that sometimes his/ her own desires must be subjugated to the rights and feelings of others.

Bullying or the wilful conscious desire to hurt, threaten or frighten someone else will always be regarded as totally unacceptable and will require immediate action, and the seriousness of the situation should be made known to both victim and bully.

Parents play an important role in shaping the behaviour and attitudes of their children. Therefore, with behaviour as with everything else, we want them to work in partnership with us. Consequently we will involve parents in early stages, as indicated in our disciplinary procedures, should any problem occur and encourage them to inform us of any concerns which they may have.

Good behaviour will be rewarded in order to encourage self discipline and raise self-esteem of all pupils. Unsatisfactory behaviour will be discouraged by: individual counselling, withdrawal of privileges and application of sanctions as appropriate.

We will endeavour to provide an education that is broad, balanced and relevant to pupil's abilities and aptitudes. We will provide a disciplined, ordered and caring environment in which our children can be happy and secure so that they can develop and achieve the highest standard of attainment.

Rules

A set of school rules have been agreed as part of the Home/ School/ Child Agreement. They are displayed in classrooms and read as follows:

- I will be gentle.
- I will be kind and helpful.
- I will be honest.
- I will work hard.
- I will look after property.
- I will listen to people.
- I will remain in my class 'bubble' at all times (Covid Specific)

From these rules, class teachers have further developed with pupils examples of good behaviour in the classroom, in the playground, in the dining hall and around the school in general. They stress to pupils the importance of respect for all the community- teaching and non-teaching staff, visitors and pupils.

Enforcing COVID-19 specific expectations behaviour (added June 2020)

We are working hard to make our school day as safe as possible for all members of our attending school community; we will re-inforce routines and make our expectations very clear to children at the start of each day.

Anyone not able to maintain these rules will be asked to remain at home.

Rewards

In our school we believe all pupils should be encouraged to do their best and their success will be recognised. Most children respond well to praise and encouragement. We will reward good work and behaviour with:

In Class

- Praise- verbal and written
- Stickers
- Class tokens
- Group points
- Headteacher award sticker & badge
- Class of the Week- certificate and trophy, Clooney and Woody
- Star of the Week
- Group of the Week
- Extra privileges- giving additional jobs or responsibilities
- Lunch time awards- Top table
- Playground Champion
- Display of good work in classroom and around school

Friday Celebration Assemblies

- Children share medals/ certificates and talk about their achievements and interests.
- Lunchtime Awards- Top Table.
- Birthdays
- Class of the Week.
- Reward tokens for classes with tidy classrooms, for good conduct during assembly and behaviour during wet playtimes.
- Announcement of total number of tokens at end of each half term, leading to a non-uniform day for the winning class.

On Display

- Wall displays demonstrating work of which children are proud.
- Star of the Week charts in classrooms.

End of Half Term

- Announcing class collecting the highest number of reward tokens.

End of Year

- The announcement of 100% attendance for the academic year.

Other Opportunities to celebrate include:

- Musical productions and concerts- where children can demonstrate their talents

Procedure for Discipline

Sanctions

For a variety of reasons some children do not respond as readily to the above strategies and the teacher will have to employ other techniques including sanctions for unacceptable behaviour.

When behaviour problems occur, we will always try to listen and endeavour to establish the facts but this is not always an easy matter. Only when we are certain of the facts can we judge and then we must apply rules firmly and fairly.

The following sanctions may be appropriate:

- Verbal warning
- Moved within class
- Period of withdrawal to another teacher
- Loss of privilege e.g. class job
- Letter of apology
- Staying in at playtime/ some lunchtime under staff supervision
- Exclusion from some Golden time

Serious misbehaviour might require the following sanctions:

- Loss of privileges
- Regular parental involvement
- Regular monitoring- Home/ school diary
- Ultimately, exclusion

Exclusion

A decision to exclude a pupil from our school will only be taken:-

- In response to serious breaches of our school's Discipline Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

Unacceptable behaviour which might result in exclusion includes:

- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft

- Risk to health and safety of others
- Not remaining within class 'bubble.' (Covid specific)
- Spitting

This school takes a very serious view of incidents of this type and in extreme cases the Headteacher may, after consultation with the Chair of Governors, exclude pupils for a fixed term or permanently.

If a pupil's behaviour leads to exclusion we will follow the guidelines provided by Stockport MBC and parents will be informed of actions taken.

Behaviour/Pastoral Support Programme

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion it may be appropriate to implement a Pastoral/ Behaviour Support Programme. The programme will follow involvement with parents, Educational Psychologist, Behaviour Support Service. It will identify causes of concern what can reasonably be reasonably required of the pupil. The involvement of the parents is essential if a successful outcome is to be achieved. School and the BSS will set targets which are specific , measurable, achievable, realistic and time limited. The pupil will be placed on the SEN register.

Bullying and Racial Intolerance

Our school is committed to a whole school approach against bullying and racial intolerance (please refer to Anti- bullying Policy). Any sanctions that may be applicable will be considered in respect of the school's Behaviour and Discipline Policy.

Care and Control

There are occasions when restraint of pupils is necessary. Staff who are authorised by the Headteacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- Injuring themselves or others;
- Causing damage to property, including their own property;
- Engaging in any behaviour that has a negative impact on maintaining good order and discipline at school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

All Teachers and support staff are trained to control or restrain children safely.

Our school adheres to guidance given by Stockport MBC "Team Teach- Care and Control".

Monitoring and Review

We will review our policy during Summer term 2022

Further documents relating to behaviour

- Teaching and Learning Policy
- Anti- Bullying Policy
- Assessment Policy
- Special Needs Policy
- Monitoring and Evaluation Policy
- Individual Curriculum Subject Policy
- Early Years Policy
- PSHE Policy
- Equality & Diversity Policy
- LA policies on behaviour, care ad control, exclusions

- Home- School- Child Agreement
- School Prospectus

Conclusion

As stated at the beginning, the purpose of this policy is to assist the school in fulfilling its prime function of promoting the full development of all pupils' potential.

Headteacher: Pamela Glynn July 2021

Deputy Headteacher: Claire Lees July 2021

Appendix 1- Procedures

- Where behaviour occurs which infringes rules agreed for the pupils, the class teacher, teaching assistant or midday assistant will seek a resolution of the problem with the child/ children concerned. If necessary, he/she may refer the matter to the i) Year group team leader/ ii) Deputy Headteacher/iii) Headteacher who will take appropriate action.
- In more serious cases of indiscipline or behaviour which falls below standards described in the school rules, the Headteacher will decide whether or not to inform parents / carers in order to assist in finding a resolution to the problem. Typically, this would include cases of aggressive conduct between pupils, use of unacceptable language or refusal to follow school rules following a verbal warning.
- Should there be further difficulties in such cases or if cases of violence being inflicted by a pupil on others, the Headteacher will meet with parents/ carers to determine sanctions that could be applied. These would include in the most serious cases exclusion from school for part or all of a session or sessions, in accordance with the procedures agreed with Local Authority.
- All incidents are recorded on CPoms.

Appendix 2- Methods to encourage good conduct

- Active involvement of pupils in the review of school rules.
- Home- School- Child Agreement.
- Pupil tracking to match work to ability.
- Use of assembly and collective worship to focus attention on individual and school responsibilities, e.g. respect for people, property.
- Monitoring by SENCO, class teacher and Headteacher of individual education/ behaviour plans.
- Close supervision of all pupils at play time and lunchtime
- Frequent discussions with all staff about playground and classroom behaviour; encouragement to identify children experiencing difficulties of any kind and report to Headteacher/ Deputy Headteacher.
- Training in strategies for staff-including midday assistants.
- Reporting to Headteacher/ Deputy Headteacher instances of unacceptable behaviour.
- Contact with parents/ carers as appropriate.
- Informal monitoring of conduct by the Headteacher/ Deputy Headteacher around the school, with particular emphasis on lunchtime break.

Appendix 3- Guidelines for teachers ensuring a suitable classroom ethos.

- Provide attractive, orderly classrooms, which create an atmosphere conducive to learning.
- Be well prepared, plan interesting, stimulating lessons and utilise materials appropriately.
- Use appropriate voice level. Use sound field system
- Never use sarcasm.
- Cater for differentiated, interactive, cooperative, group, partner and independent leaning.
- Plan appropriate seating and use a variety of methods for motivating children.
- Have an awareness of a working noise.
- Quickly recognise disruptive behaviour and deal with it positively.
- Work with individuals or groups whilst maintaining control of the rest of the class.
- Be consistent and fair in dealing with children.
- Set and make known boundaries in which children can operate.
- React calmly and confidently whatever the situation.
- Encourage pupils to care for others, the school, its equipment and materials.

Appendix 4- Home –School- Child Agreement

- See attached

Cheadle Catholic Infant School

Home – School – Child Agreement 2021/22

School will:

- Educate the whole child in an environment founded upon Gospel values.
- Encourage all children to do their best at all times.
- Encourage all children to take care of their surroundings and others around them.
- Inform parents of the children's progress at regular meetings.
- Provide homework according to the agreed policy.
- Provide information on the curriculum to parents.

Family will:

- Support the Catholic ethos of the school.
- Make sure our child arrives at school on time each day.
- Make sure our child attends regularly and provide an explanation for all absences.
- Attend Parents' Consultation Evenings to discuss our child's progress twice each year.
- Support our child with homework according to the agreed policy.
- Co-operate with school staff to ensure our child's good behaviour.

The Child will:

Try to follow our Golden Rules

- I will be gentle
- I will be kind and helpful
- I will be honest
- I will work hard
- I will look after property
- I will listen to people



Signatures:

Parent: _____

Child: _____

Headteacher: P. Glynn July 2021

Deputy Headteacher: C. Lees July 2021

