



Love ~ Respect ~ Shine

CHEADLE CATHOLIC INFANT SCHOOL

Behaviour Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	P.Glynn	FGB	Summer 2022	Summer 2024	
V1	P Glynn	FGB	Summer 2024	Summer 2026	
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School Ethos

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

We want our children to:

'We 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.



Love • Respect • Shine

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.

School Expectations – 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.

These expectations are upheld by the staff and children of our school. To reinforce these expectations, the school has a system of rewards and restorative practices which promote positive conduct and excellent learning behaviour across the school.

- Children follow our Golden Rules and understand the consequences of their actions.
- Staff will model positive behaviour consistently and will manage behaviour in a fair manner.
- The Headteacher and the Senior Leadership Team will implement the school behaviour policy consistently throughout the school, and will report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher and the SLT to ensure the health, safety and welfare of all children in the school.
- Parents and Carers will support our Behaviour Policy and work in partnership with the school.
- Governors will support and monitor the implementation of our Behaviour Policy and evaluate its impact.

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

- Golden Time: 30-40 minutes on a Friday
- Praise- verbal and written
- Stickers
- Class tokens
- Group points
- Headteacher award stickers & badges
- Star of the Week
- Group of the Week
- Extra privileges- giving additional jobs or responsibilities
- Display of good work in classroom and around school

Assemblies

- Children share medals/ certificates and talk about their achievements and interests.
- Birthdays
- Announcement of total number of tokens at end of each half term, leading to a non-uniform day for the winning class.
- Half termly outstanding behaviour awards

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.
- Outstanding behaviour rewards.

Consequences

At Cheadle Catholic we use consequences, not punishment, to address poor behaviour. Using Consequences:

- Allows for a growing understanding of cause and effect.
- Remove the label 'bad' or 'naughty child' who needs to be 'punished.'

- Allows the child the opportunity to begin to understand how their behaviour affects others and their surroundings without shame.
- At all times, the emphasis is on making good choices about behaviour. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is required. However, we recognise there may be times when some children make choices which affect the rights of others and disrupt the core values we uphold.

Equity not Equality

At Cheadle Catholic, we recognise not everyone starts from the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences, it is important to understand the difference between Equality and Equity.

Equity is giving everyone what they need to be successful.

Equality is treating everyone the same.

Our aim is to promote fairness and equality but with an understanding of the individual needs, age, social, emotional or mental health issues. This means some children will require additional support in addressing specific behaviours. In this case, these children will have bespoke positive behaviour plans and consequences which may include rewards to reinforce positive behaviour.

Responding to negative behaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When a child makes a poor behaviour choice, we will consider this in relation to a pupil's SEND, although we recognise that not every negative choice will be connected to their SEND. As part of meeting our legal duties, our school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Restorative approach

When using a restorative approach to deal with instances of inappropriate behaviour, we ensure that children are listened to, treated fairly and a positive resolution is reached. A typical restorative conversation will include the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

When children struggle to meet their aims and there are instances of inappropriate behaviour, staff use an effective script to guide them back to making positive choices:

Restorative Script

All staff will use 'The Script' to teach children about making good choices. This is a generic verbal communication between staff member and child to allow the child to reflect upon their behaviour in an attempt to deescalate the situation and prevent consequences being issued. (see 'useful phrases' for script ideas)

	Steps	Actions
1	Redirection and gentle reminder	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness. A reminder of our core values delivered privately wherever possible. <i>Example: 'I notice you are running. Remember we need to walk to be safe in school. Show me your fantastic walking. Thank you for listening.'</i>
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour. Use the 30 second scripted intervention (see below) <i>Example: 'I have noticed you are not ready to do your work. Remember the rule about being ready to learn. If you choose to continue disrupting the lesson, you will have to catch up with your work at playtime. Do you remember yesterday when you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
3	Reflection time	A short time in another class/other side of the field/playground. It is a time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. <i>Example: 'I have noticed you chose to use unkind words. Remember our rule about being respectful. You have chosen to go and sit in a quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i>
4	Putting things right	If the child continues with the same behaviour after they are expected to spend some or all of their free time (e.g. playtime) with the adult to repair any harm caused. The link between the behaviour and the harm needing repair is made clear. At this stage some of the restorative questions may be used to support the discussion.
5	Time to Talk	A reflective conversation takes place between the adult and the child. The child is encouraged to take responsibility for their behaviour choices, to consider the impact on themselves and others. The restorative questions should be used to frame the discussion. If appropriate, staff to inform parents/carers at the end of the day or as soon as possible and set the expectation that the child will make better choices tomorrow.
It is not the severity of the consequence; it is the certainty that follow up will take place which is important.		

<u>Outstanding behaviour</u> Outstanding Behaviour	<u>Consequence</u> Consequence
<p>Exceptional effort in your learning, in school or at home. Going above and beyond the expected behaviour.</p>	<ul style="list-style-type: none"> • Same as expected behaviour consequences plus: • Parent/Carer informed • Awarded an Outstanding Behaviour Certificate at the end of the half term.
<u>Expected behaviour</u>	• <u>Consequence</u>
<p>100% effort in your learning. Neat presentation of learning. Being kind to others. Showing respect to others Listening attentively Follow instructions at the first time of asking Looking after all equipment. Keeping the school environment tidy. Opening doors for others. Remembering to use please and thank you.</p>	<ul style="list-style-type: none"> • Class Tokens • Verbal Praise • Stickers • Certificates
<u>Low level behaviour</u>	<u>Consequence</u>
<p>Name calling Not following instructions Refusing to cooperate Invading the space of others. Running/being noisy in school Disrespectful attitude Toy/play fighting/wrestling Untidy presentation including book graffiti Disrupting others Littering</p>	<ul style="list-style-type: none"> • A verbal reminder about making the correct choices. • Moved within class. • Completing and redoing learning at breaks or lunchtimes • Letter of apology/ sorry card. • Staying in at playtime/ some lunchtime under staff supervision. • Exclusion from some Golden time.
<u>Medium Level behaviour</u>	<u>Consequences</u>
<p>Persistent low level behaviour Throwing objects Dishonesty Tampering with other people's belongings Unsafe behaviour Swearing</p>	<ul style="list-style-type: none"> • As above • Period of withdrawal to another teacher. • Loss of privilege e.g. class job. • Regular parental involvement. • Regular monitoring- Home/ school diary • Recorded on CPOMS
<u>High Level behaviour</u>	<u>Consequences</u>
<p>Persistent medium level behaviour. Intentionally hurting someone (physically or mentally) Threatening/intimidating behaviour Fighting Racism/ discriminating comments Assault and Physical aggression Bullying Vandalism Directed swearing Stealing Using objects and weapons to hurt others Misuse of school IT equipment Deliberately coughing or spitting at another person</p>	<p>All at Headteachers and Deputy Headteacher's discretion.</p> <ul style="list-style-type: none"> • Recorded on CPOMS • Full breaks and lunchtimes missed • Full sessions out of class • Loss of privileges • Parents contacted • Internal exclusion • Exclusion

Reasonable force:

This covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff members should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff have received training in the TEAM TEACH approach (March 2025) and this will be regularly updated to conform with guidance.

Exclusion:

Should the Headteacher or Deputy Headteacher consider a child's unacceptable behaviour warrants a fixed term or permanent exclusion, all LA and national procedures regarding exclusions will be followed by the school.

The Role of Headteacher (and SLT)

It is the responsibility of the Headteacher and the Senior Leadership Team, to implement the school behaviour policy consistently throughout the school, and to report to governors, annually, on the effectiveness of the policy. It is also the responsibility of the Headteacher and the SLT to ensure the health, safety and welfare of all children in the school.

The Headteacher monitors all serious incidents of misbehaviour. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher and Deputy have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the appropriate school governors have been notified and in accordance with LA guidelines.

Role of staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display a calm and consistent approach
- Use restorative language

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Modelling positive behaviour
- Establishing clear routines
- Highlighting and promoting good behaviour
- Concluding the day positively and starting each session afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement and Rights Respecting language

Role of the Governing Body

The Governing Body has the responsibility of setting the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Home –School- Child Agreement

Cheadle Catholic Infant School

Home – School – Child Agreement 2026/27

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

Deputy Headteacher: C. Lees