



Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Positive Behaviour Policy

Version	Author	Policy approved by	Approval date	Review date
V3	R.Fender and J.Sheehan	Full Governing Body	November 2023	November 2024

FAITH
RESPECT
GROWTH

School Expectations – Our Golden Rules

We show respect
We are gentle, kind and helpful
We listen and try our best
We look after our environment
We are honest

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.

Our Mission

‘Forward in Faith, following in the footsteps of Jesus’

Our Children’s Aims

At Cheadle Catholic Junior School we:

Grow in Faith
Respect Everyone
Celebrate differences and goodness in others
Challenge ourselves
Engage ourselves and others through Jesus’ example

A celebration assembly is held every two weeks. During this assembly, the children’s efforts and achievements are shared with their phase (Upper Key Stage 2/Lower Key Stage 2). Certificates are awarded to children who have exemplified the school’s curriculum drivers of:

Faith
Respect
Growth

In our first Mission and Vision week of the year, each class studied a Bible Story and linked it to our Mission Statement, our school driver words and articles from the United Nations Convention on the Rights of the Child.

This builds on the work that our school councillors did last year, when they met to choose a Bible story that best represents the curriculum driver word for their council, along with a Rights Respecting Article.



- Growth Council – Parable of the Mustard Seed
‘Though it is the smallest of seeds, when it grows it is the largest of garden plants and becomes a tree so big that the birds come and perch in its branches.’

Article 24 – Health, Water, Food, Environment



- Respect Council – The Lost Son
‘Love one another as I have loved you.’
- Article 12 – Respect for children’s views



- Faith Council – Doubting Thomas
‘Blessed are those who have not seen and yet believe.’

Article 14 – Freedom of thought and religion

Our Attitude in school

Be respectful

Be ready to learn

Be the Inspiration

Children will be placed in one of four 'Houses' (St Matthew, St Mark, St Luke and St John). A termly reward will be given to members of the house with the most points. **Two points maximum** will be awarded at any one time. House points will be awarded for the following:

- Positive behaviour choices
- Producing outstanding pieces of work
- Exemplifying our curriculum drivers

Star of the Day/Recognition Board

At the end of each day, a child who has had a positive day is chosen as the 'star of the day'. As a reward for their efforts, this child enjoys certain privileges the following day. Each class has a 'Recognition Board' where names of children are written for a range of reasons – for example making progress towards a personal/whole class target or embodying one of our curriculum driver words.

CONVENTION ON THE RIGHTS OF THE CHILD

We are a Rights Respecting School - we recognise the rights of the children and adults in our school family, community and beyond; we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child (UNCRC). In this policy, we are working towards the following articles:

· Article 28 - We have the right to an education



· Article 14 - We treat each other with respect



· Articles 12 - We have the right to be heard



· Articles 13 - We have the right to express ourselves



· Articles 15 - We have the right to meet with friends and join a variety of groups



· Articles 17 - We have the right to reliable information



· Article 19 - We have the right to be safe

Our approach to managing behaviour is based on developing our children's understanding of these rights and their role in ensuring these rights are maintained for all members of our school community. All members of the school community work towards achieving the school aims and upholding these rights:

- 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.

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
- Reduces the child's fear of failure/shame (if done in private and without the public humiliation)

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.

If a child is struggling to follow our golden rules, they are spoken to by their teacher and reminded of what is expected of them. A blend of positive reinforcement and restorative language is used to encourage children to make the right choice.

Inappropriate behaviour* leads to a consequence (during dinner time). This can include:

- Physically hurting another person
- Using bad language / name-calling
- Being disrespectful

This consequence will take place at lunchtime daily with the following timings:

- Lower Key Stage 2 (Year 3 and 4) – 20 minutes
- Upper Key Stage 2 (Year 5 and 6) – 30 minutes

*These incidents are recorded on CPOMS and parents are informed with an email home.

Equity not Equality

“WHY DOES HE GET A DIFFERENT CONSEQUENCE? THAT’S NOT FAIR!”

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 child’s 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. Decisions on whether a pupil’s SEND had an impact on an incident will be made on a case-by-case basis. 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 take into account the specific circumstances and requirements of the pupil concerned. These may include movement breaks, special seating arrangements or a separate quiet space when there is sensory overload. These measures will be recorded on an access plan, SEND support plan or EHCP.

Restorative approach

As a Rights Respecting School, it is important to us that children are aware of their own rights and do not deny the rights of others. 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 Scripts

All staff will use a version of this script (see also Restorative Discussion Sheet) 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.

	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.		

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 has 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.

Physical restraint

In some circumstances, staff (who have received TeamTeach training) may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Be recorded and reported to parents

30 second script

I noticed you are (having trouble getting started/struggling to get going/wandering around the classroom)...

It was the Golden Rule about... (listening and trying our best/being kind...) that you broke...

You have chosen to... (move to the back/catch up with your work at lunchtime)...

Do you remember last week when you... (got the 'Growth' certificate/wrote that beautiful poem)...

That is who we need to see today...

Thank you for listening.

The 'certain' sentence

If you choose to (state desired behaviour) you can be certain I will catch you and give you praise and reward. If you choose to (state the poor choice) you can be certain you will receive a consequence.

I will leave you to make your decision.

Assertive sentences

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...
- I heard what you said, now you must...
- We will...

Other useful sentences

- I understand you are (state the feeling)...
- I need you to come with me so we can make this better...
- I am here for you...
- I am listening to you...
- This is not who you are...
- It's not like you to
- I'm going to give you some time to think...

Restorative Discussion Sheet

Name:

Class:

Date:

What happened?

How did you feel at the time?

What needs to happen to put things right?

Which Article do we need to think about and why?

Is there anything else that you would like to mention at this point?
