



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

Positive Behaviour Policy

	Author/ Reviewed by	Policy approved by	Approval date	Review date
V1	J Sheehan	Full governing Board	November 2023	November 2026
V2	Margaret York	Full governing Board	September 2026	September 2029

Our Mission

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

Faith

Respect

Growth

Golden Rules

We show faith by:

- Praying together
- 'Following in the footsteps of Jesus'

We respect:

- Through our words and actions
- Our school environment

We grow by:

- Trying our best and taking pride in ourselves
- Being resilient and embracing challenge

Behaviour at Cheadle Catholic **Junior School**

At Cheadle Catholic Junior School, we believe in the inherent dignity of every child, created in the image of God. We seek not merely to manage behaviour, but to cultivate a thriving, compassionate school community where every student is empowered to make positive choices. Our approach is inspired by our mission statement, where every child is guided to follow in the footsteps of Jesus Christ, who consistently demonstrated unconditional love, forgiveness, and a commitment to restoring individuals to their community.

We focus on positive reinforcement – by proactively recognising and celebrating positive actions, we focus energy on guiding children toward making good choices and growing as individuals. This process teaches internal moral reasoning and self-regulation, ensuring that positive behaviour is seen not as compliance to rules, but as a choice made through personal integrity and respect for others.

When mistakes occur, our response is to restore, not to punish. Following the Gospel value of forgiveness, we prioritise the repair of relationships and the healing of harm above punishment. We engage children in honest reflection, asking them to understand the impact

of their choices on themselves and others. This restorative approach is designed to develop empathy, moral accountability, and ultimately, to nurture young people who grow into responsible young adults capable of contributing positively to the wider world.

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

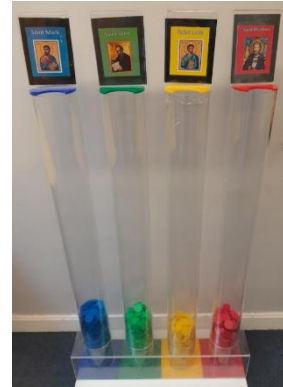
The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When a child makes a poor behaviour choice, we will consider this in relation to a pupil's SEND, although we recognise that not every negative choice will be connected to their SEND. As part 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.

Rewards and Recognition

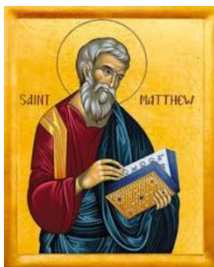
House Points

Each child in the school is allocated to a House Team, which is represented by one of the Gospel writers. A termly **reward** will be given to members of the house with the most points. House points will be awarded for the following:

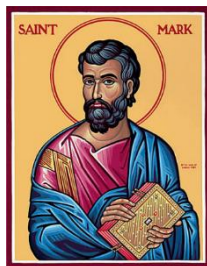
- Positive behaviour choices
- Exemplifying our curriculum drivers
- Outstanding work



St Matthew



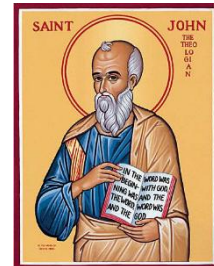
St Mark



St Luke



St John



Star of the Day

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 wears the star lanyard with pride and enjoys special privileges the following day.

Recognition Board

Each class has a '**Recognition Board**' where children work hard to have their name displayed. The target for the recognition board changes depending on what the class are working towards.

Restoring and Repairing approaches with Listen, Link Learn.

This section outlines how we respond when a pupil's behaviour falls short of our school expectations. We believe every mistake is an **opportunity for learning**. Therefore, we use clear, constructive consequences – not punishment – to address poor behaviour and guide children toward making better choices in the future. To ensure our response is **fair, educational, and proportional**, we use a tiered system of supportive responses, which ensure that we focus on repairing harm, restoring relationships and planning better future responses. To do this effectively, we also incorporate Listen, Link and Learn opportunities for behaviours and emotional coaching through our reactive PSHE programme.

Listen, Link, Learn

Following a behavioural incident, we utilise the **Listen, Link, Learn** framework as part of a restorative approach to support the child's return to baseline. Initially, a member of the Senior Leadership Team (SLT) provides the child with an opportunity to be heard (**Listen**), ensuring they feel validated and calm. This is followed by a guided reflection to help the child identify the connection between their emotional state and the resulting behaviour (**Link**). Finally, the process concludes with a pedagogical focus (**Learn**), where staff work with the child—and where appropriate, the wider class through reactive PSHE—to teach more pro-social coping mechanisms and emotional regulation skills for the future.

Appendices

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 suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend 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. This 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

Active Learning & Regulation

The Role of Physical Activity in Behaviour Regulation

In partnership with **GM Moving** and the **Creating Active Schools (CAS)** framework, we at Cheadle Catholic Junior School recognises that physical movement is a fundamental pillar of positive behaviour and emotional regulation. We are committed to a "Whole School" approach where physical activity is not just a break from learning, but a catalyst for it.

By aligning our mission and vision with active partnerships, we foster a school environment where physical well-being is viewed as a prerequisite for academic success and positive social conduct.

1. Our Commitment to Movement

We recognise that prolonged periods of sedentary learning can lead to passive engagement and increased instances of dysregulated behaviour. To mitigate this, Cheadle Catholic Juniors ensures:

- **The 45-Minute Rule:** To maintain optimal focus and regulation, students will not be required to sit for longer than 45 minutes without a structured movement break.
- **Active Pedagogy:** Teachers will integrate movement into classroom activities, utilising outdoor learning and "brain breaks" to reset the nervous system.
- **Inclusion:** Every child, regardless of ability, will be encouraged to participate in movement that supports their motor skills and healthy habit-building.

2. Impact on Learning and Behaviour

Evidence suggests that frequent activity breaks support "ready to learn" behaviours. By incorporating the **Shapes** framework, we aim to:

- **Reduce Restlessness:** Proactive movement reduces the likelihood of low-level disruption caused by physical fatigue.
- **Enhance Focus:** Short bursts of activity increase blood flow to the brain, improving executive function and task persistence.
- **Support Regulation:** Movement acts as a natural tool for sensory regulation, helping children manage their emotions and energy levels throughout the school day.

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.

Rationale for Consequences

We choose consequences and restoration over punishment to:

- Foster self-awareness – enable children to develop an internal understanding of cause and effect, linking their actions directly to outcomes for themselves and others.
- Promote empathy, not shame – focus on correcting the action, not labelling the child. This allows them to reflect on the impact of their choices and begin the repair process without fear or public humiliation.
- Uphold dignity and responsibility – deal with inappropriate behaviour privately and constructively, respecting the child's dignity while empowering them to take responsibility for restoring relationships and making amends.
- Guide personal development – reinforce the core Catholic teaching of forgiveness and restoration, ensuring that every incident becomes a positive step toward developing into a responsible, compassionate young adult.

At all times, the emphasis is on making good choices of behaviour. For the vast majority of children, a gentle reminder 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.

Restorative approaches

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 a range of effective scripts to guide them back to making positive choices:

Restorative Scripts

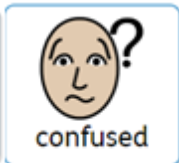
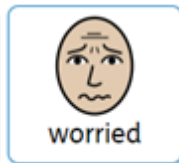
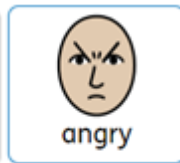
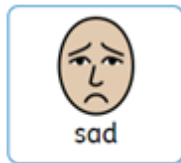
All staff will use a version of this script to teach children about making good choices. This is a generic verbal communication between staff member and child to allow the child to reflect upon their behaviour in an attempt to deescalate the situation and prevent consequences being issued.

	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.'</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.'</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.'</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.		

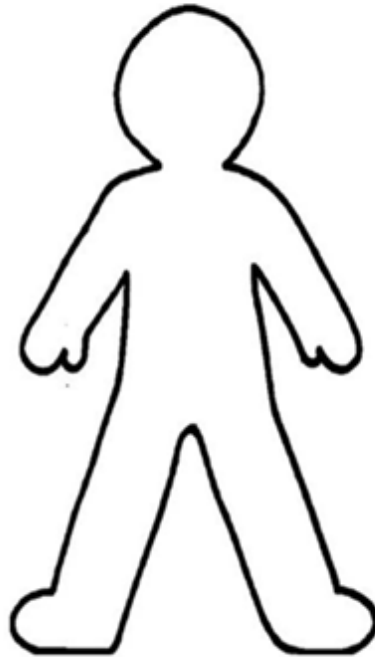
Listen, Link, Learn

What happened?

How were you feeling?

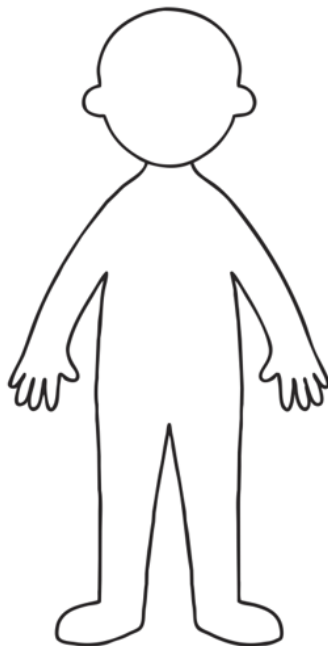
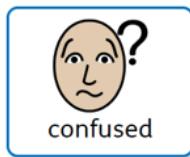
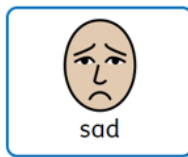
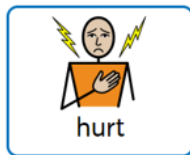
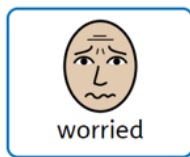
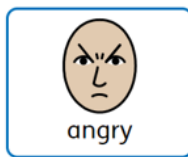


How did your body feel?

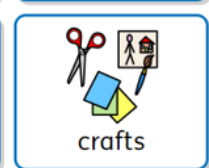
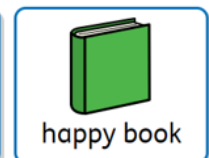
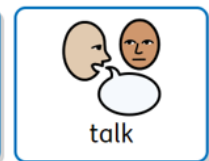


What can you do differently next time?

I feel...



I need...



Physical restraint

In some circumstances, staff (who have received Team Teach 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...

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...
- It's not like you to
- I'm going to give you some time to think...

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 have the right to be respected
- Articles 12 - We have the right to be heard
- Articles 13 - We have the right to express ourselves
- 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.