Cheadle Primary School

Positive Behaviour Policy
September 2026

Our Values

Resilience Excellence Self-Awareness Positivity Empathy Communication Teamwork

'The successful management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave'

Ellis and Tod (2018)

Purpose:

Cheadle Primary School strives to provide an inclusive, learning-rich environment where children are **ready**, **respectful** and **safe**.

Our positive behaviour policy is underpinned by our school RESPECT values (resilience, empathy, self-awareness, positivity, excellence, communication and teamwork) and places a strong emphasis on fostering positive relationships between staff, pupils and parents/carers.

The purpose of this policy to outline how we:
- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner.
- Develop children's understanding of their own behaviour and ability to self-regulate in order to benefit both them and the community in which they live and learn.

At Cheadle Primary we are committed to creating an environment where exemplary behaviour is at the heart of productive learning and where everyone is expected to maintain the highest standards of personal conduct. We achieve this by building positive pupil/teacher relationships as the key to classroom control and by developing in our pupils a sense of self- discipline, and an acceptance of responsibility for their own actions.

We recognise that "You can't teach children to behave better by making them feel worse. When children feel better they behave better." - Pam Leo

Principles

Our Behaviour Policy is based on the Five Pillars of Pivotal practice from 'When The Adults Change, Everything Changes' (Paul Dix, 2017)

Consistent & Calm Adult Behaviour	Relentless Routines	First Attention for Best Conduct	Scripting Difficult Conversations	Restorative Follow Up

In addition to this, the policy has been influenced and aligned with the six key findings of the EEF "Improving Behaviour in schools" guidance report.

Recommendation 1	Know and understand your pupils and their influences
Recommendation 2	Teach learning behaviours alongside managing misbehaviour
Recommendation 3	Use classroom management strategies to support good classroom behaviour
Recommendation 4	Use simple approaches as part of your regular routine
Recommendation 5	Use targeted approaches to meet the needs of individuals in your school
Recommendation 6	Consistency is key

Expectations:

We expect every adult in school to:

- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Praise and reward children whose efforts go above and beyond expectations;
- Be calm and consistent when dealing with inappropriate behaviour;
- Follow up inappropriate behaviour, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past children who are behaving badly.

We expect every child in school to:

- Behave in a way in which they are always ready, respectful and safe both in and out of the classroom.
- Accept responsibility for their own behaviour and how their actions can impact on the rights of other children
- Reflect on these in a calm manner
- Recognise and praise their friends' behaviour and actions that go above and beyond expectations

We expect every parent/carer to:

- Support the school in ensuring excellent behaviour in school is a shared expectation;
- Support the class teacher in any sanctions deemed necessary;
- Maintain open lines of communication with the school;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships.

We expect leaders to:

- Support, guide, model and show a unified consistency to dealing with behaviour

- Be a visible presence around school to encourage appropriate conduct;
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage positive communication with parents (notes & phone calls);
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assign interventions.

Learning Behaviours

We use our RESPECT values to make us well-rounded individuals. We also use them to demonstrate successful learning behaviours. We believe that successful learners demonstrate:

- Resilience (I always try my best and will not give up when it becomes hard)
- Excellence (I always aim for excellent outcomes, completing work I am proud of)
- Self-awareness (I am reflective and I build on what I already know)
- Positivity (I take risks and enjoy my learning, even if I find it hard)
- Empathy (I demonstrate critical thinking and am conscious of how those around me need to learn)
- Communication (I listen and communicate with those who can help me)
- Teamwork (I work collaboratively with others so we all can achieve our very best)

To ensure our pupils understand and that they can aspire, believe and achieve their best, we have a progression document detailing how the pupils will use and respond to our learning behaviours.

EYFS	KS1 Y1 & Y2	LKS2 Y3 & Y4	UKS2 Y5 & Y6
• Pupils are introduced to our learner behaviours, alongside our 3 school rules (**Ready**, Respectful, Safe). • Pupils will understand they need to be **READY** to learn before they can demonstrate successful	• Pupils will demonstrate that they are **READY** to learn (following our 3 school rules) • Learning behaviours will be explicitly modelled by staff. • Pupils will be able to verbalise our learning behaviours and are giving	• Pupils will demonstrate that they are **READY** to learn. • Learning behaviours will be explicitly modelled by staff. • Pupils will be able to articulate our learning behaviours and will begin to independently identify them in	• Pupils will demonstrate that they are **READY** to learn. • Learning behaviours will be explicitly modelled by staff and recognised by pupils. • Pupils will become confident users of our learning behaviours across the entire

learning behaviours. - Learning behaviours are modelled by staff during every interaction with a child. - With support, pupils will begin to articulate their understanding of our learning behaviours in relation to their own learning.	opportunities to practice articulating them in action. - Pupils will begin to recognise learning behaviours in action across the entire curriculum. - Pupils will begin to use the learning behaviours as a reflection tool as part of our metacognitive evaluation process.	action. This will be supported by coaching from staff. - Pupils will be able to recognise learning behaviours in action across the entire curriculum. - Pupils will begin to make connections between our learning behaviours and their own achievements through self-reflection. - With support, pupils will be able to use the learning behaviours to self-assess their learning. - Pupils will begin to understand their own strengths and development areas.	curriculum to help improve their learning and self-assessment cycle. - Pupils will be able to independently identify when they are demonstrating a learning behaviour and make connections between that and success. - Pupils will be able independently self-assess themselves as a learner. - Pupils will fully understand their own strengths and development areas and be able to plan for improvement.

Recognition and rewards for effort:

We recognise and reward children who go 'over and above' our standards. Our staff team recognise that the use of praise in developing a positive atmosphere in the school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

Positive rewards include:

- Verbal or written praise by teachers and inclusion support assistants.
- Displays, including a Headteacher Wow board
- Positive notes home and stickers on work.
- Star of the week

- Above and beyond reward bands for above and beyond our expected standards.
- Aspire, Believe, Achieve awards
- Sharing success with the community in the newsletter and via Google Classroom and Tapestry for EYFS

Consistency

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'.
For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for further action to be taken for example a reflective discussion in free time, imposition work to be taken home or being asked to leave their classroom for a short period of time in order to help the child self-regulate. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.

Staff will praise the behaviour they wish to see yet aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules will have a clear and consistent consequence. Children will be held accountable for their behaviour.

Staff will use the following steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else.

The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The stages are used to provide children with progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.

If incorrect behaviour choices are made, the next stage is used. Please note that adults in EYFS and Key stage 1 may employ more restorative discussions before issuing stage changes to children whilst they learn about behaviour expectations and are taught, modelled and retaught expected behaviours in an age-appropriate manner. This may also be necessary in KS2.

Representing our school is both a privilege and a responsibility. Pupils chosen to represent the school on trips, in leadership roles or as members of school teams are expected to model our Ready, Respectful, Safe expectations and embody our school values at all times. Should these standards not be consistently met, the school may review a pupil's eligibility to continue in the role or represent the school.

Stage 1 – The CPS Way!

We expect everyone to be on Stage 1 and while on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour.
We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules.
Children may need several reminders for different aspects of their behaviour eg. staying in chair, shouting out etc. We repeat reminders, if necessary. We will deescalate and decelerate where reasonable and take the initiative to keep things at this stage.
Redirection/ Reminder- a positive encouragement to follow the school rules.

Example *(name) I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Thank you.*

Stage 2- Warning Card

A clear verbal warning will be delivered privately (wherever possible) if children have not modified their behaviour since the reminder, making the child aware of their behaviour and clearly outlining the consequences if they continue.
It will be delivered with a warning card. The support of this visual reminder will help the child to return to Stage 1 quickly.
Children will be reminded of their previous good conduct to prove that they can make good choices. They will have the warning card for 5 minutes as they are given time to think and get themselves back to Stage 1. If they do, the card is removed by the teacher and the pupil is back on Stage 1.
If the unwanted behaviour is taking place outside at breaktime or lunchtime, this five minute 'thinking time' will be spent with an adult. If children display those same behaviours after returning to stage 1 before a break time in KS1 or during the morning/ afternoon in KS2 a reminder will be given with the possibility of escalating straight to Stage 3 next time.
A change of seating within the class after a warning may also be considered to prevent escalation to Stage 3.
Whilst stage 2 warnings are not recorded, should a child be regularly receiving stage 2s, this would be discussed with parents by the class teacher and name also referred to the pastoral lead for potential further monitoring.

Stage 3- Time Out (internal/ within year group)

If the behaviour continues the adult may decide that 'time out' away from the distraction and to self-regulate is necessary. This will be in the other classroom for that year group. During 'time out' the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to Stage 1. (Children with specific needs, may need to use this time to help regulate their emotions – separate plans will be made for certain individuals).

Whoever has issued the timeout will either arrange for the child to be removed from the playground or to be sent into another classroom for their reflection time. It is not the responsibility of the staff in the timeout room to discuss or comment on the child's behaviour: this will be done with the original staff member on return.

If a reasonable amount of work has not been completed, it will be sent home to complete and return the next day, signed by the parent. This is to help the child understand that there are consequences for not completing their work and that the responsibility for making up time lost is with them not the teacher. If work is not completed at home with the support of parents, this will be recorded on Arbor.

Parents will be informed by the class teacher when a child reaches stage 3- this may be in person after school or by phone call. Stage 3 incidents will be recorded on CPOMS.

The discussion will inform parents of the rule or rules which have not been followed. The child will be informed of this at the end of the session, after time has been given to deescalate the situation.

Example: *(Name), you were given the opportunity to change your behaviour and are now choosing to have a Time Out because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out to help you focus and ensure you get back to the CPS way of behaving. Thank you.*

After the event: *(Name), you made a poor choice that resulted in you having to have Time Out and I have/ will be informing your family. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you. You will now have to miss 5 minutes of your break time where we can discuss your behaviour.*

A restorative conversation will be had with the staff member who gave the time out and children will miss 5 minutes of break time.
KS2 (5 questions) or KS1 (3 questions)*
- What happened?*
- What were you thinking at the time?
- Who has been affected?*
- How have they been affected?
- What should we do to put things right?*

Stage 4 - Reflection time with class teacher/ Pastoral lead / Parent

In the circumstance that the rule or rules continue to not be followed within a given lesson, that a child refuses to follow time out instructions or that a child is participating in deliberately unsafe practice despite warnings / is being rude or intimidating towards a member of staff, a stage 4 will be issued.

Incidents of stage 4 behaviour will be discussed with parents in person. If the parent does not pick up they will be asked to come in to discuss the incident at a suitable time.
All incidents of stage 4 must be recorded on CPOMS

A child may need to be removed from the classroom or playground to ensure that effective learning/ safe play is able to continue for the rest of the class. In this instance, the member of staff issuing the stage will be the person to discuss this behaviour with the child where possible and a member of the pastoral team/ SLT will stay with the rest of the class. If this is not possible, a member of the pastoral team may speak to this child until there is an opportunity to have the restorative conversation with the original staff member.

It may be necessary for children to have an internal exclusion– this will be at the pastoral lead's discretion.

Stage 5-

For more extreme behaviour incidents e.g. violence with intention, inappropriate sexual behaviour, racism or homophobia, the Headteacher or Deputy Headteacher will be contacted immediately.

Parents will be called to come to discuss this behaviour with the headteacher. This may lead to an internal exclusion for a fixed period of time or an external exclusion if necessary.

All incidents at this level must be reported on CPOMS.

Behaviour Interim Report Card

- These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis. They will form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.
- A child reaching Stage 3 two to three times a week for a period of time or Stage 4 twice in a half term may be asked to have a behaviour interim card. Very frequent stage 2 warnings will also be monitored.
- The child and teacher will meet with a pastoral lead to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.

- The class teacher/ppa cover will ensure this is sent home daily to be signed by the parents/ carers.
- The pastoral lead will discuss with the class teacher weekly and keep the previous week's sheet on file.
- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan.
- Children who have an interim report card will be discussed in SLT's safeguarding/ behaviour meetings regularly to see if further escalation/ support is needed going forward.

Behaviour support +

Where a child's behaviour becomes a significant concern and aspects of the child's behaviour consistently impacts negatively on the learning and well-being of themselves and those around them, further measures will be put in place.

- These children will be discussed regularly at SLT safeguarding/behaviour meetings.

- A meeting with the child, parents, teacher and pastoral lead will be organised to 'plan for success'- bespoke document for children and staff.

- Classroom staff will be asked to record behaviour incidents on an ABCC form on SharePoint so all can access. These will then be uploaded monthly on to CPOMS by the pastoral lead.

- Behaviour support and external advice may be sought from the HUB.

Fixed term suspensions/ exclusions

If this behaviour continues the child may receive adaptations to the school day, a reduced timetable or a fixed term external suspension for a given period. The Board of Governors will be kept informed of children reaching this stage and reserve the right to consider suspension and exclusion as an appropriate consequence if other measures are not working. This could ultimately lead to a managed move or permanent exclusion
In the rare situations where a suspension/ exclusion is felt necessary, a discussion will be held with the pupil, parents or carers and relevant staff before the suspension begins to discuss the reasons for the decision and to outline expectations during the suspension period. During the suspension, appropriate work will be provided for the pupil to complete at home to support continued learning. Prior to the pupil's return to school, a reintegration meeting will take place to review the incident, ensure support is in place, and agree on a plan to help the pupil successfully re-engage with school life. The aim throughout is to support positive behaviour and prevent further incidents. This suspension will be placed on their educational record and recorded on Arbor and CPOMS.

Reasonable adjustments

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team, SENDCO and the child's parents. Plan for successes and bespoke risk assessments may be necessary.

Completion Date: 1.09.2026
Renewal Date: 1.09.2027

Appendix 1: Behaviour Blueprint

Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"

Over & Above Behaviour

- Praise
- Note/ wristband
- Star of the Week
- Work displayed or shared on newsletter

The CPS Way

- Ready
- Respectful
- Safe

Core Values

Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork

Stepped Sanctions

Stage 1- CPS way

Stage 1- Reminder

Stage 2- Warning Card

Stage 3- Time out Parents/ carers informed

Stage 4- Pastoral lead involvement. Potential internal exclusion.

Stage 5 – Headteacher involvement. Parents called in immediately

Uncompleted Work

Work may be sent home for completion with a slip for parents/ carers to sign and return.

Stage 5 Behaviours

Extreme violence, racism or homophobia will be escalated straight to Step 5.

Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child.

	Action	Behaviours
Stage 1: The CPS Way **Redirection/Reminder**	We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values. A gentle encouragement in the right direction. A reminder of us three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminders.	Not following the 3 rules, Not following instructions, Not listening, Disrupting learning, Running in Corridors, Arguing with peers, Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out / leaving seat, Incidents of taking property of others, Making unkind remarks
Stage 2: Warning	Clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. A Stage 2 card will be issued for 5 minutes, acting as a visual reminder to help the child get back to Stage 1 quickly. Children will be reminded of their previous good conduct to prove that they can make good choices In classroom, warning to be given in place and child carry on working. On playground, child must stand with an adult for five minutes	Persistent stage 1 reminder behaviours after being warned. Also below following a reminder: Spoiling other children's work Leaving classroom Refusing to complete a piece of work
Stage 3: Time Out **Parents informed**	Time out away from the distraction is necessary/ time for the child to self-regulate. The child will be placed in the adjacent classroom (same year group where possible) and will be expected to continue their learning. Once complete, they will hopefully be able to show	Persistence of Stage 1&2 behaviours after rule reminders. Also after a rule reminder: Persistently goading another child, Using inappropriate

	that they are ready to go back to Stage 1. If on playground, children will need be removed from the playground. Parents will be informed and this will be recorded on CPOMS Children will miss some free time to have a reflective conversation with the member of staff who dealt with the behaviour.	language, Showing threatening behaviour, Throwing equipment purposefully Continuing to refuse or engage in learning after reminders Hurting another child through rough play.
Stage 4: Reflection needed with class teacher and pastoral lead.	In the circumstance that the rule or rules continue to not be followed within a given lesson, or for more serious behaviour, the child will be removed from the classroom (either by pastoral lead/ class teacher) if possible, to ensure that effective learning is able to continue for the rest of the class. Internal exclusion options will be arranged either working in other classrooms or removal from playground for the following day(s) depending on the circumstance. Children will miss the following break/lunchtime and fill in a reflection form with who ever issued the card. Parents must come in to discuss these incidents and sign reflection form.	4- Persistent stages 1-3 behaviours Deliberate unsafe practice after warning. Rude/intimidating behaviour / inappropriate language directed towards a member of staff. Hurting another with intent ie. hitting, punching, biting
Stage 5	For more extreme behaviour incidents e.g. violence with intention, inappropriate sexual behaviour/ racism or homophobia, the Headteacher or Assistant Headteacher will be contacted immediately. Parents will be called to come to discuss this behaviour with the headteacher This may lead to an internal exclusion for a fixed period of time or a fixed-term external suspension if necessary. All incidents at this level must be reported on CPOMS	Extreme violent or dangerous behaviour with intent. Purposefully using inappropriate sexual behaviour, Racist, homophobic or directed Inappropriate language,

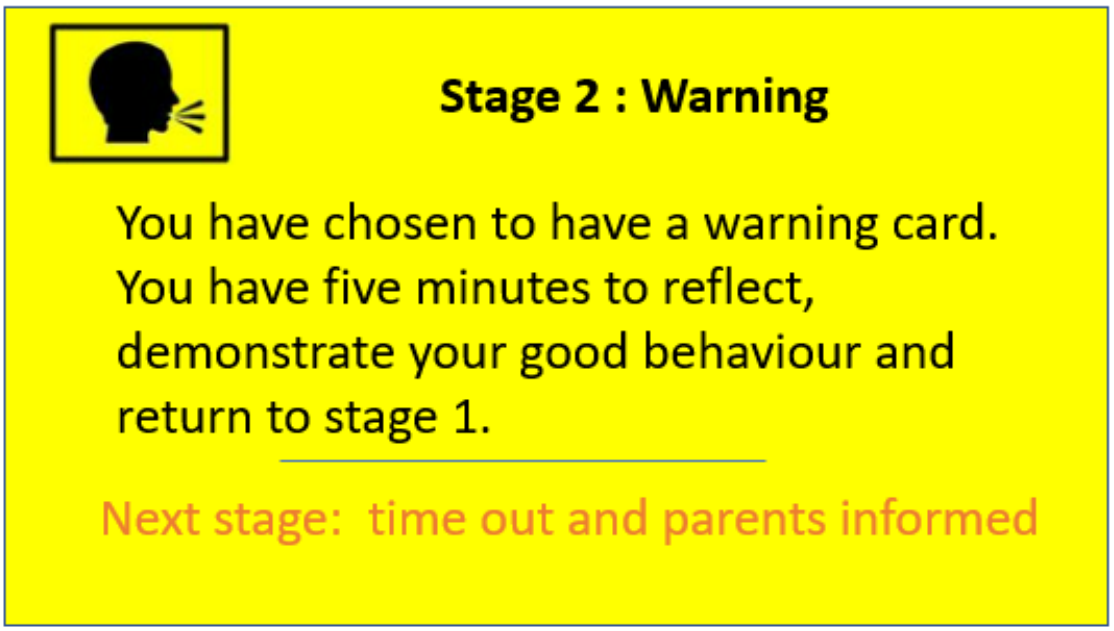
Appendix 3: Reflection sheet

To be used and then filled in by pastoral leads

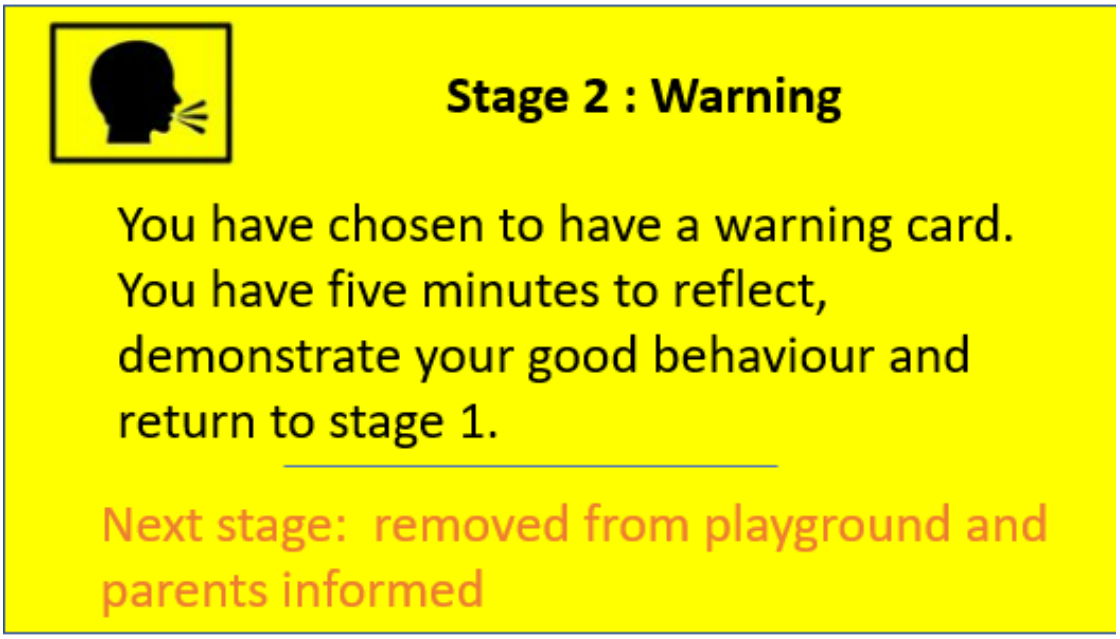
Ready, Respectful and Safe	
Name of child:	
What happened which meant you broke one of our Ready, Respectful and Safe rules?	
What were you thinking at the time?	
Who has been affected?	
How have they been affected?	
What should we do to put things right?	
Signed by child:	
Signed by adult:	

Appendix 4: Warning Cards

Class:



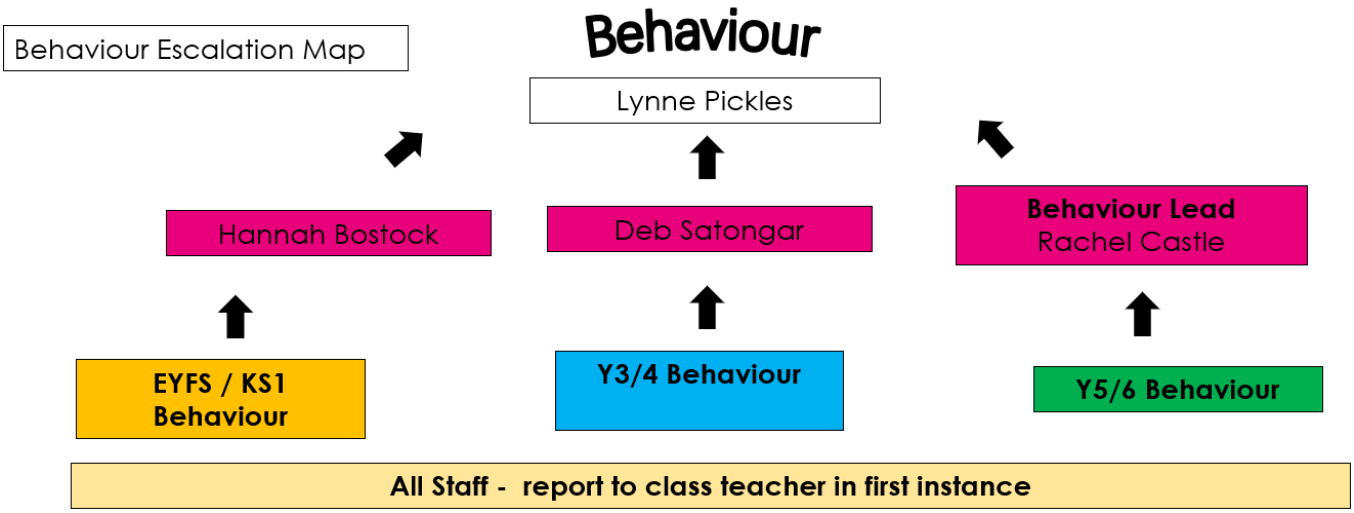
Break/lunchtime:



Stage 3 : Time out

You have made a poor choice and will now leave the classroom. Your parents will be informed.

Next stage: meeting with school leaders

Appendix 5: Poster to be displayed in each classroom:

Appendix 6: Escalation map and staff responsibilities