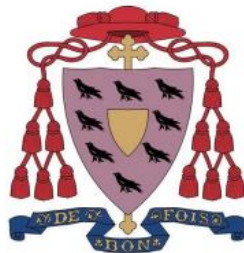




## Behaviour Policy

Review Date:	September 2025
Adopted	September 2023



**Bishop Chadwick**  
Catholic Education Trust

*Striving for excellence, inspired by Gospel values.*

## **Behaviour Policy 2024**

**We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:**

“...I have come that you may have life and have it to the full.” John 10:10

Central to this aim is the expectation that the children and adults of St Aloysius will display the highest standards of behaviour and treat other people as they would wish to be treated themselves.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and achieve their full potential.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

Through the implementation of this policy we aim to help children grow in a safe and secure environment; supporting them to become positive, responsible and independent members of our school community.

### **Rewards and sanctions**

Rationale - During the most recent review and development of this policy, the rewards and sanctions displays are now separate in order to encourage positivity and greater clarity for the children.

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways including: positive verbal and written feedback, celebration assemblies and through the use of the school reward system.

St Aloysius has high expectations of all pupils in order to promote a safe, positive and productive learning environment. We expect children to always try their best to follow instructions and adhere to the school rules which are underpinned by the fundamental British Values:

- Respect
- Tolerance
- Democracy
- Rule of Law
- Individual Liberty

Our school also encourages children to live out the Gospel values which are to:

- Love one another.
- Be faithful in their relationships with others and with God, displaying integrity at all times.
- Be compassionate towards others, near and far, especially the less fortunate and showing dignity to earn respect.
- Being truthful in what they say of themselves and others in the pursuit of justice.
- Being tolerant in their acceptance of the diverse nature of society whilst seeking peace in order to be children of God.

It is important to involve parents as soon as possible when monitoring a child's behaviour. This relies upon good communication between home and school and setting reasonable behaviour targets. A record of events/ meetings are kept in our behaviour monitoring system (CPOMS).

The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation as the school does not tolerate bullying of any kind. Our anti-bullying policy outlines our approach.

### **Break times**

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored. At lunchtime, dedicated staff, along with sports leaders from UKS2, are responsible for developing and playing games with the children in order to promote a playful atmosphere for all pupils.

### **Reward Process**

A consistent reward system (**Going for Gold**) is in place and applied across all classes in our school. A display in each classroom outlines this system based on the colours of the rainbow.

<b>Reward Process - <b>Going for Gold</b></b>	
You're shining brightly ( <b>Sun</b> )	Every child begins each day in the ' <b>sun zone</b> ' (new day, new start!).
You're on a winning streak ( <b>rainbow</b> )	A child will move to the <b>rainbow zone</b> and will be rewarded with <b>one rainbow point</b> if they demonstrate excellence in any aspect of school life e.g. attitude, behaviour, school work. This point will be recorded on the 'Going for Gold' chart. More than one rainbow point can be collected in any one day.

Golden award <b>(pot of gold)</b>	A child will move to the <b>gold zone</b> and be rewarded with <b>three rainbow points</b> and will receive a pot of gold certificate if they go above and beyond in any aspect of school life.
Points system	<b>10 points</b> on the chart = <b>Red</b> award <b>20 points</b> on the chart = <b>Orange</b> award <b>30 points</b> on the chart = <b>Yellow</b> award  Following the colours of the rainbow, this will continue for 40, 50, 60 and 70 points.

### Sanction Process

<b>Sanction Process (Keep your behaviour on track)</b>	
First Warning	Verbal warning
Second Warning	Move to <b>'Choose to change'</b>
Third Warning or Serious Incident	Move to <b>'Gone off track'</b> <i>The child (KS2) will receive a detention during their lunch time</i>

If a child has been moved into the **'Choose to Change'** zone and their behaviour improves throughout the day, they will be able to transition back onto **'On Track'** to recognise a positive change in their behaviour. Children can transition back from **'Gone off Track'** at the teacher's discretion over the course of the week.

At the end of each week, any child who has remained **'Off Track'** will miss the weekly reward time. Any pupil missing this time will be recorded on the behaviour monitoring overview which will be accessed by senior management.

At the end of each half term, children who have not shown sufficient improvement in their behaviour and have continued to go **'Off Track'**, will miss **all** of their green treat (teacher discretion). Any pupil who is missing **Green Treat** will be removed from the class and will be supervised by a member of staff.

### **Further Sanctions**

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be implemented:

- **Behaviour monitoring report** - If a child is placed upon report, their behaviour inside and outside of the classroom will be monitored throughout each day by the class teacher and other members of school staff. The report will be completed in collaboration with parents at home. When all parties agree that the child's behaviour has improved, the child will be taken off report.

If behaviour does not improve then one of the following actions can be imposed:

- A decision could be made by the SLT that the child will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip.
- Internal exclusion with another class whereby the child would be dropped off at the school entrance.
  - Fixed term exclusion – work provided by the school to be completed during exclusion.
  - Permanent exclusion

### **Use of reasonable force**

At St. Aloysius we follow the advice given in the following guidance:

**DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Physical restraint**

Staff at St Aloysius follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Power to search pupils**

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: **DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Behaviour Management Policy** **Early Years (Revised 2022)**

In Early Years, each child begins each day in the 'sunshine zone'. If they demonstrate good work, play and attitudes, they will remain here for the day. If they behave inappropriately they will move to the 'rain cloud' as a warning. If this inappropriate behaviour continues, the child will move to the 'thunder cloud' and may spend some time away from classmates. For repeated episodes on the 'thunder cloud' a Senior Leader will be involved and a discussion with parents will be arranged.

### **Monitoring**

This policy is regularly monitored by the Head Teacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which misbehaviour exists in school and to monitor the extent to which our behaviour policy is effective, strategies will be reviewed alongside staff and pupil voice.

Signed: *Anna Tumelty* ( Executive Headteacher)

Signed: *Wendy Woods* (Chair of Governors)