



# Behaviour for Learning Policy

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Adopted	November 2024



**Bishop Chadwick**  
Catholic Education Trust

*Striving* for excellence, inspired by Gospel values.

## St Aloysius Behaviour for Learning Policy

***“Do to others what you would have them do to you” Matthew 7:12***

***“Love one another as I have loved you” John 13:34-35***

It is the responsibility of the headteacher and governors to establish and maintain a positive behaviour policy for the school that promotes self-discipline, respect for others and a proper regard for authority. We do this in line with the vision and values of the Bishop Chadwick Catholic Education Trust:

<https://bccet.org.uk/about-us/vision-values/>

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.

### Purpose

This 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.

St Aloysius is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

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.

## Ethos and Values

All pupils have the right to access to a high-quality education, to play and to learn in a safe and supportive environment. Staff in our school have the right to deliver their professional responsibilities in a similar environment. Every person in our school has the responsibility to respect all other members and follow the example of Jesus in developing relationships.

Our ethos is built on core Christian values: respect, love, tolerance, understanding, happiness, cooperation and peace.

Our ethos:

- has the teachings of Christ at the core.
- enables teachers to teach and pupils to learn.
- raises self-esteem and promotes pupil confidence.
- provides a harmonious atmosphere and co-operation between pupils and adults.
- encourages self-discipline and responsibility towards people and property.
- develops understanding of, and a tolerance towards, all races, religions and cultures.
- develops a proactive not reactive approach when challenges arise

## Aims

The happiness and the wellbeing of our children underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning. All school staff, parents and carers, and children are expected to maintain the highest standards of positive behaviour, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this everyone can achieve excellence, love learning, create and innovate, engage with their world and feel they belong at our school.

As a whole school community, governors and staff believe a happy and effective primary school has the following aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.

- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

To achieve this, all members of St Aloysius Catholic Infant and Junior Schools must adhere to the simple rules of being:

### **'Ready, Respectful and Safe.'**

#### **Expectation of Adults**

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly and, as much as possible, reminded in private.

#### ***Everyone, everywhere!***

Every member of staff at St Aloysius is expected to deliberately and persistently notice children doing the right thing, and praise them for it. This applies to the Senior Leaders, the site manager, the kitchen team, the administrators, the teachers, the support staff... everyone. This applies in the classroom, the lunch hall, corridors, the playground, on trips... everywhere!

<b>Our rules</b>	<b>Visible consistencies, visible kindness</b>	<b>Excellence recognition</b>
1. Be Ready 2. Be Respectful 3. Be Safe	1. <b>Greeting and welcoming the children</b> into a calm, ready school and classroom. Gate, classroom door or playground - we will be on time, ready and welcoming. 2. <b>First attention going to children doing the right thing.</b> 3. <b>Picking up</b> on children who are not yet ready, respectful and/or safe... <b>following through</b> to support them to do better. 4. <b>Accompanying children</b> at transition points. Expecting, praising and modelling <b>expectations</b> at all times! 5. <b>Praising in public, reminding in private</b> , as far as possible. 6. <b>Consistent language.</b> 7. <b>Deliberate attention and interest to build relationships.</b> If eating lunch with the children or playing with them outside, talking, listening and taking an interest.	1. Non-verbal, verbal or written praise 2. Recognition on class board 3. Praise to parent or carer at pick-up 4. Phone call/message /postcard home 5. Show work to another adult 6. Awards in celebration assemblies 7. Visit to SLT and headteacher for recognition and headteacher award

## **How do adults teach and promote positive behaviour at St Aloysius?**

All school adults must strive to know the children extremely well and to relentlessly develop positive relationships and mutual respect with all of the children and adults in the school community. This requires deliberate engagement with children to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care. It's important that families work together with school staff, reinforcing the same messages, and showing the same respect for our rules and staff.

We tell parents and carers about progress and achievement academically, socially and with behaviour; we do this regularly and rigorously. This might be a quick chat at the classroom door, a phone call home or a meeting in school. Again, any member of staff can and should be part of this. We know that the children want school staff who are fair, consistent, kind, and who show unconditional care and compassion. Each lesson is a fresh start.

## **What is excellence recognition?**

The use of praise and positive encouragement is the best way to promote positive behaviour and at St Aloysius we believe that we get more of what we pay attention to! Praise should be specific and the child should always know why they are being praised e.g. 'Excellent effort with your writing today! That is really above and beyond!' NOT just 'Good boy.' This helps to foster a growth-mindset where children are praised for their effort and progress.

## **TLR Holders**

**EYFS** – Mrs V James

**KS1** – Mrs N Storey

**KS2** – Miss B Carabine

Middle Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **TLR Holders will:**

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Postcards home and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

## Assistant Headteachers/ Head of School/Executive Headteacher

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from class and phase logs) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

At St Aloysius, we believe that every member of our school community should feel valued, respected and treated as an individual.

This can only be achieved through mutual trust and support, through this policy, associated policies and acceptance of sanctions and rewards. Everyone in our school needs praise, success, recognition and knowledge that they are loved as children of God and that Christ is at the centre of everything we do.

Children learn best when they feel safe, secure and happy. In our school, we strive for warmth, mutual respect and clear boundaries for behaviour. Our School Values 'ARISE' are underpinned with strategies to motivate children to develop their self-control and consideration of others.

- Achieve
- Respect
- Inspire
- Share
- Encourage



## Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum;

- Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.
- Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.
- Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. Our approach is based upon recognising and praising good behaviour in order to reduce negative behaviour.

### **How we teach positive behaviour and our wellbeing curriculum**

Developing emotional literacy through our Personal Development curriculum goes hand in hand with achieving positive behaviour at St Aloysius. Each week we teach Personal Development Lessons, which include RSE, with the aim not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society. These are the core values that underpin successful peer relationships and exceptional learning attitudes. We aim that all children should be taught how:

- to maintain positive relationships with each other and adults;
- to build a happy life;
- to develop emotional literacy so they can label and recognise different emotions;
- to use strategies to regulate their emotions;
- to have positive learning behaviours which allow them and others to learn and make progress;
- to respect other people, their rights, property, beliefs and feelings... to respect difference;
- to be assertive, express their views and feelings and be constructive... but always be respectful; and to resolve disagreements peacefully.

The school has a curriculum for Personal Development and RSE designed to progress logically as children move through the school. The yearly overview of work will be adapted by class teachers to meet the needs of children with SEND wherever necessary, ensuring every child can access this important aspect of primary school at developmentally appropriate levels.

At St Aloysius, our curriculum is inter-linked, broad and deep; Personal Development is no exception. Whether it be Year 6 children buddying with Reception children at lunchtimes, litter picking in the local area, or writing to politicians as empowered changemakers, through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child to prepare them for the opportunities, responsibilities and challenges that life offers.

## Positive Strategies

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. The implementation of 'POP' (Purposeful Outdoor Play) supports this by introducing more items onto the yard for children to play with. 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.

## Recognition Boards

Every classroom has a clearly displayed recognition board - the recognition board is designed for positive praise, reinforcing the behaviours and actions expected in the classroom. It is a whole school initiative, but each class makes it personal to their classroom. By the end of the week every child must have been recognised on the board for positive behaviours.

## Rewards

We aim to show first attention to best conduct. Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways.

## Reward System

### Early Years

See Appendix 1

### Year 1 – Year 6

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.

Reward Process - <b>Going for Gold</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.

### **Special Awards**

For individuals who have demonstrated exceptional behaviour/effort during the week and gone 'over and above' what is expected, they will be awarded the class 'Special Award'. Each teacher will nominate a child who will be recognised and rewarded during celebration assembly. An additional certificate will be awarded each week. A rota of certificates will be given to teachers at the beginning of each term to include reading, maths, care and concern and star awards for other areas of the curriculum. (See Appendix 2)

### **Other Systems include:**

Phone calls home, stickers and Headteacher awards.

### **Children who need more support to be ready, respectful and safe**

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. St Aloysius is an inclusive school and we are all the richer for our diverse children.

Different children find different aspects of school a challenge. Some children will need adaptations of what 'Ready, Respectful and Safe' looks like. For example, a child may not be able to maintain eye-contact, but could show they are ready by having a whiteboard and pen in their hands. They may therefore have simple adaptations (this is shown in their Reasonable Adjustments Behaviour Plan), no less rigorous than our rules, enabling them to be successfully ready, respectful and safe. Plans are developed by class teachers, the SENDCo and shared with families and the child. They may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour, and strategies that help the child to succeed.

Examples of reasonable adjustments we make at our school for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement breaks. Some children may receive additional support at playtimes,

work to a partially alternative timetable or access a quiet area in school to work. We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families using our 'best endeavours' (Children and Families Act 2014) to:

- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their starting points academically, socially, emotionally and behaviourally.

### **Beyond the School Gate**

The school is committed to ensuring our children act as positive ambassadors for themselves and for St Aloysius and, crucially, the same behaviour expectations for children on the school premises apply to off-site behaviour. Our policy covers any negative behaviour when children are: taking part in a school-organised or school-related activity, travelling to or from school, wearing school T-shirts for team events, in some way identifiable as a child from our school, posing a threat to another children or member of the public, or likely to adversely affect the school's reputation.

We therefore expect the following:

- Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which fosters good relationships with other children, staff, volunteers or members of the public, and which does not threaten their health, safety or welfare.

The Executive headteacher and Head of School reserve the right to notify the police if these expectations are seriously breached. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

We hold school staff to the same high standards and outline this in the staff code of conduct.

### **How does our School respond to negative behaviour?**

Adults in school have the responsibility to regulate their own emotions, our body language and our tone of voice. Nothing is gained by being verbally aggressive, or showing children a lack of control. Reactions to negative behaviour should be non-emotional, and given discreetly where possible to protect the dignity of the child and the adult. There must always be certainty that any member of staff will follow up on negative behaviour themselves with full support from their class team and senior leaders.

## Reporting and recording negative behaviour

The language we use to describe negative behaviour must be **to the point and factual**, including actions taken and consequences wherever possible. This is consistent when verbally describing behaviour to colleagues who need to know about an incident, to parents and carers, and in our CPOMs logs (Child Protection Online Monitoring). **We do not use emotionally-loaded or judgmental words** (children's behaviour is never described as 'disgusting' or 'terrible') and **we are specific, not vague** (we don't use words like 'attacked', and instead we say exactly what happened e.g. 'the child pinched XXX on the arm.'). We also do not humiliate or shame children, families or school adults when describing behaviour. We are **factual, fair** and **respectful** at all times.

At St Aloysius, we use a secure system called CPOMs to record any concerns relating to any child. These can range from playground injuries, to safeguarding concerns, and they include instances of negative behaviour. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour, has responsibility to record what happened on CPOMs as soon as is practical, unless another teacher or member of the senior leadership team says that they have enough information to do so. These logs allow us to see behaviour patterns and to record concerns in a factual and accurate way so that additional support can be targeted appropriately. All members of staff are trained in how to use the CPOMs system.

## Stages of Behaviour System

At our school we use a system of stages to ensure a consistent approach to negative behaviour. We believe it is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Throughout the stages, adults will remain calm with the aim of redirecting behaviour to be positive and ready, respectful and safe to learn. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Adults will try to avoid describing the child's behaviour to another adult in front of the child. Other adults will support quietly and calmly if necessary, for example, offering a seat at another table for the child.



The stages system is cumulative within a day but is important that everyone also has a fresh start each day. It is always the aim that a child will make good choices and can have successful lessons or play time after being spoken to about their behaviour. When this happens, it will be recognised and praised.

Classrooms have a 'Good to be Green' chart in. Each time a child receives a W1 or W3 then a colour card is placed in the chart as a visual reminder to the child.

Keeping behaviour on track	
<p><b>Drive by</b></p> <p>This is gentle reminder of expected behaviour</p>	<p>Standing next to a child, pausing mid-sentence, gently handing them a book, or placing a hand on the table are all examples of a nudge to encourage positive behaviour. It may also be a verbal nudge. For example, <i>'Let's see eyes on me and ready to learn like this morning.'</i></p>
<p><b>Reminder</b></p> <p>Verbal warning - a direct reminder of expected behaviour</p>	<p><i>'I notice that you're talking when I'm talking. This is a reminder that we need to be ready and respectful. Please listen and stop talking. Thank you'</i></p>
<p><b>First warning – W1</b></p> <p><b>Stay on Green</b></p> <p>Verbal warning - a direct reminder of expected behaviour</p>	<p>Child stays on green zone and is encouraged to improve their behaviour without further discussion.</p> <p><i>'I notice you have chosen to keep talking and not to do your work. This is a warning.'</i> Do you remember that yesterday you were completely focused and did brilliantly in our English lesson? That is what I need to see today. If you continue to choose to break the rules by, you will need to stay with me during your break or lunch time to discuss."</p>
<p><b>Second warning – W2</b></p> <p><b>Move to Amber</b></p> <p>Conversation with adult about expected behaviour (restorative discussion during child's time)</p>	<p>Second verbal warning moved from the green zone to the amber zone. The child has a chance to correct their behaviour and move back into the green zone. At this point the child will be told to take time out to stop, think, and reflect on how they can improve their behaviour. They may be asked to move to another area at this point to allow this to happen. This will always be followed by time with the adult in class, during lunchtime or breacktime (whichever is first) to have a mini-restorative conversation and to provide time to finish work, or tidy up etc.</p> <p><i>'I have noticed you chose to ... You are breaking the school rule of ... You are choosing to miss your own time to discuss your behaviour with me Thank you. After the lesson, you will need to stay with me to talk and repair.'</i></p>
<p><b>Third warning or serious incident – W3</b></p> <p><b>Move to Red</b></p> <p>School Leader Sanction.</p>	<p>If a child continues with negative behaviour following a W2 and a short restorative conversation. Following the issuing of a W3 the staff member will record the incident on CPOMS and the report the incident to a school leader, e.g. TLR Holder, AHT, during lunchtime or breacktime (whichever is first) ensuring they include all relevant details which have led to the W3 being issued if it has been an accumulation of incidents. This reporting must not take place during lesson time. At the end of the session, the class teacher will discuss the child's behaviour and how it has impacted others.</p>

	<p>Parents/carers informed by class teacher when child has received a W3 either by seeing them on the yard or via a phone call home if appropriate. If poor behaviour continues and child has received a W3 three times within a half term then a phone call home is needed by the school leader to parents to report on behaviour. The child will be issued with a white report card. Once a child has been placed upon report and if the behaviour is not improving quickly enough a decision will be made by the SLT that the child may miss an activity they are motivated by i.e. if they have been selected for a sports team, a particular playtime activity or a school trip. The class teacher can recommend to the SLT that this action might be used, in virtually all cases; it can take place if the child is on report however extreme behaviour could be result in such sanctions being used without the children being on report.</p> <p><b>No blanket W3s are to be given out to groups of children</b></p>
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Key points to note:

- Children are not to be removed from class and told to stand outside
- No blanket W3s are to be given out to groups of children
- In the case of a W3, when children are brought to a school leader, they are to be accompanied by the teacher.

**Examples of behaviour that warrants a consequence**

First warning – W1	Second warning – W2	Third warning or serious incident – W3
<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Not working in class</li> <li>• Swinging on chairs</li> <li>• Distracting others</li> <li>• Low level concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Being rude to others</li> <li>• Mocking or teasing others</li> <li>• Throwing equipment</li> <li>• Repeated W1</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Biting</li> <li>• Swearing</li> <li>• Violence</li> <li>• Physical assault</li> <li>• Graffiti</li> <li>• Throwing equipment at someone</li> <li>• Racial incidents</li> <li>• Repeated W2</li> </ul>

### Steps:

1. A child may receive numerous W1s during the day, as a new member of staff may be teaching them or if time has passed and the initial concern has been corrected or a W1 may progress to a W2.
2. If a child has received a W2, they move their card to amber. If their behaviour improves throughout the day, they will be able to transition back onto 'Green' to recognize a positive change in their behaviour. Children can transition back from 'Amber' at the teacher's discretion over the course of the day, but each day is a fresh start.
3. If a child has received a W3 and their behaviour improves throughout the day, they will be able to transition back onto Green to recognise a change in their behaviour. Children can transition back from Red at the teacher's discretion over the course of the day, but each day is a fresh start. The W3 must be recorded on CPOMS and on the excel log system with an X and the date. Parents must be informed and this must be agreed between the class teacher and the AHT.
4. At the end of the week, any child who has received numerous W3s will spend additional reflection time with one of the Assistant Head Teachers to reflect on the week.
5. If a child is receiving a W3 numerous times then this may lead to an internal exclusion (SLT discretion) where the child will spend time with another adult (TLR Holders/AHT or if child is in TLR Holder's/AHT's class, another class within phase) child will complete work/discuss behaviour with another adult for the rest of the session. Parents/carers informed by class teacher when child has received an internal exclusion, either by seeing them on the yard or via phone call home.
6. If, over a half term, the behaviour is extreme or the AHT requires support to deal with ingrained or more complex behaviour, AHT consults with the Head of School or Executive Headteacher and a formal meeting with parents is arranged to decide next steps. All notes will be added onto CPOMS.
7. Following step 6 or at the discretion of the Senior Leadership team, the child is may be placed on a white report card (Appendix 3). The card is signed daily by the teacher and a member of the leadership team. If the white report card impacts positively upon the child's behavior, they will remain on the white card for as long as the teacher/SLT deem necessary. If behaviour does not correct itself after two weeks then the child moves to an orange report and then after another two weeks then the child will be moved to a red report for two weeks. During the 'on report' time, the child will have daily or weekly reflection session or internal exclusions. This is decided by the leadership team.

## Report Cards

Report cards issued to children have four different colours in-line with the classroom behaviour chart:

- **White** – basic report- parents will receive a phone-call home from the class teacher.
- **Orange** – parents will be invited into school for a meeting with class teacher and Head of school.
- **Red** – parents will be invited into school for a meeting with well-being lead, lass teacher and Executive Head Teacher.

If a child is issued with a report card, their behaviour will be closely monitored throughout each lesson and recorded appropriately.

A white report is the first level and the child will be required to check in at the end of the day with the a school leader to ensure their behaviour is on track. If there is no significant improvement in behaviour or the behaviour deteriorates, the report card will then be reviewed and replaced by an orange report card.

An orange report requires a child to check in with a school leader every break time, 2 or more W1 sanctions per day or any W2/3s issued whilst on this report will result in a loss of privileges for that day – e.g. time out during break times and lunch times.

Red report is the final report that can be issued. Whilst on this report a child will be removed from all privileges unless we see a significant change in their behaviour.

8. If the report cards have not led to a positive change in behaviour then the DfE guidance will be followed to suspend the pupil for a fixed time. Accordingly, the school will follow DfE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded:
- Fixed Term Exclusions and
  - Permanent Exclusions
  - Bullying Incidents
  - Racist Incident

Please note: If a child has additional needs read section – *Children who need more support to be ready, respectful and safe*

At the end of each half term, children who have not shown sufficient improvement in their behaviour will miss part/all of their green treat (teacher/SLT discretion). Any pupil who is missing **Green Treat** will be removed from the class and will be encouraged to reflect on their behaviour with a member of staff.



## How does the school respond to serious negative behaviour?

There is some behaviour which by-passes the stages system because it is sufficiently serious. This behaviour will be managed with no warnings or stages, and senior leaders should be informed straight away. This behaviour includes:

- bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics\*
- swearing or obscene language
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions when the stages system has been followed. For example, refusing to have time-out or go with a member of staff to have a restorative conversation.

*\*Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.*

### **What happens if a child is dysregulated?**

***Dysregulation*** = a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self or others) or conversely, 'shutting down' and refusing to speak or move.

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at a moment in time. SEND plans and reasonable adjustments to the behaviour system that are co-constructed with the SENCO record individual children's triggers and signs, as well as what helps to regulate them.

If a child is dysregulated, our first priority will always be to keep all children and adults safe. School staff may need to ask a child or positively handle a child in order to move them to a safe, calm space. We have sensory rooms in both school where children can be taken to. We do not isolate or seclude children, but we do withdraw dysregulated children to support them in calming down. When needed, a member of SLT, a senior teacher, will assist with this. However, all our staff are trained to de-escalate such situations and are empowered to do so. All staff at St Aloysius are appropriately trained to respond to the social, emotional and behavioural needs of children in their care.

Our duty of care includes a requirement to intervene as appropriate in order to prevent pupils from:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidents of the above, it may be necessary for staff to physically intervene to ensure the best outcome. Staff will always use known de-escalation strategies. However, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a student's behaviour using necessary and proportionate restraint.

**All members of school staff have legal power to use reasonable force to restrain a child where it is deemed necessary, proportionate and reasonable to ensure the safety of the child displaying the behaviour or other pupils and staff.**

We know that a dysregulated adult (in a state of high emotion such as anger) cannot regulate a dysregulated child. All staff will remain calm and professional, and do their best to stay with the child, following through the process of calming and then ultimately using a restorative approach (see below). However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class, or that the child is particularly angry with them. Senior Leaders will support members of staff to manage particularly challenging behaviour. At our school we always ask, who is the best person for this moment? The best person to sit with a child quietly may not be the most senior person.

Members of staff will ask, '*help needed?*' or say '*help available*' and work together until the situation is calm.

We know that the average time for a child to self- or co-regulate again is 40 minutes, with some children taking a lot longer. It is only when a child is regulated, that restorative conversations and consequences can be established.

At least 95% of managing negative behaviour does not require physical contact, in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling. In an even smaller minority of cases, reasonable force will be used in order to safeguard the child and others.

## **Restorative conversations to repair serious negative behaviour**

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened, and can support with restorative conversations and consequence setting.

Although there will always be a structure for the child to explain their behaviour if they are able to do so, the main points of a restorative conversations will be outlining the facts of the behaviour, how it breaks our rules, and the consequence. Executive headteacher, head of school and senior leaders will consider which consequence is proportionate and best suited to the situation. Examples of consequences for serious behaviour breaches may be:

- Not being on the playground at the same time as other children for days/playtimes until we rebuild trust that they can be ready, respectful and safe.
- Working outside the classroom/ in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe.
- Being withdrawn from class within school or being suspended from school for a fixed time while we repair the trust that they can be ready, respectful and safe.
- Exclusion as outlined below.

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the child and we want to help them to be ready, respectful and safe so we can include them in our school. During this conversation, it may be that the adult notices the child becoming dysregulated again so they may end the conversation at any point but must follow up later, perhaps with parents and carers present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them to progress with their behaviour. It is essential that we communicate that we want to work together with the child and their parents and carers, so we will then explain what has happened to parents and carers in the same, polite, calm manner, if they haven't already sat in with the child during this conversation.

### **What about the others who are affected by the behaviour?**

Once the children involved in the incident are safe and calm, children and adults who have been negatively impacted in this behaviour will be reassured, listened to and cared for as a priority. It is of the utmost importance that they should feel safe and happy at school. They should be informed that this behaviour is not acceptable at our school and that there will be fair consequences for the child who impacted them. Their parents and carers will always be told what happened towards the end or at the end of the day in person or on the phone.

## **Managing serious incidents on the playground**

Children can become dysregulated at playtimes, when the social skills and self-regulation needed to play team games, for example, are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stages system (Drive by, reminder, W1, W2, W3).

If there is behaviour which is more serious and by-passes the stages system at playtime or lunchtime the following script is used:

✓ STOP  
✓ I CAN HELP YOU  
✓ LET'S GO (to a calmer space/inside)

Adults will adopt open body language, stand at a respectful distance from the child and remain calm. In some instances, adults may be required to use positive handling techniques to keep children safe. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff can be called upon to come to assist, including school leaders, using the phrase 'help needed'. The aim and priority will be to keep the child and others safe, and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

## **The Restorative Approach**

St Aloysius has a restorative approach to behaviour management. Restorative practice at St Aloysius means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a child does not behave in a way that means they are ready, respectful and/or safe, this will always be followed up on, and consequences or 'impositions' will sometimes follow, even if these do not occur in public.

### **What are the principles of the restorative approach?**

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control. Restorative conversations are never held when the child is emotionally dysregulated. Dysregulation may look like a child who is very angry, violent, running away or shut down and refusing to move or speak. At St Aloysius, we aim to pre-empt and help regulate children before they get to this point. However, if a child does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will always have a restorative conversation to follow-up from this. This may mean that a child seems to be calmly playing with construction equipment or colouring in, having just had an incident of very negative behaviour. At St Aloysius adults agree that this is part of the self-regulation process and that restorative conversations and consequences will always follow when the child is calm.

### **Key questions in restorative conversations**

Between two and five questions is usually enough to have a productive restorative conversation. Our teaching team choose from these questions to best fit the situation. For younger children, key questions are suggested in bold.

1. What happened?
2. What were you thinking at the time (and how were you feeling)?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in future?

### **Consequences**

Most children will never need more than a reminder or warning but for some, further consequences must be employed. Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to apologise rather than copying lines, pay-back time to catch up with missed work rather than 'missed playtime'). The severity of the consequence should always be kept to a minimum; its certainty is what's important.

## Suspensions and Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the Executive Headteacher and Head of School may decide that a formal process should be activated to withdraw a child from:

- imminent and specific school activities or trips (internal suspension)
- the school temporarily (a suspension)
- the school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the Executive Headteacher and Head of School. St Aloysius is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions or a permanent exclusion to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in the following document:

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1048943/20230903-guidance-on-suspension-and-exclusion-2023-2025.pdf)

We aim to include children in every school activity, to make all reasonable adjustments to do so. However, on rare occasions, the Executive Headteacher and Head of School may judge a child's pattern of behaviour to be unsafe during specific school activities such as team sports or residential trips, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents and careers. The Executive headteacher and Head of school reserve the right to decide on an internal suspension, when we withdraw a child from a school activity or trip, if we feel the risk to the child and others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for an internal suspension to parents and carers, and the child where and when appropriate.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted;
- to signal to all involved the severity of the incident;
- to signal that the child's current behaviour puts them at risk of exclusion;
- to give everyone involved time to think, reflect and gain perspective on what happened;
- to give the school time to improve their plan of support for the child; and
- to act as a 'reset' so that we can work together to improve behaviour afterwards.

**Suspensions** will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or exclusion in and of itself. Some examples of this are:

- Physical assault against another child or an adult
- Verbal abuse or threatening behaviour against another child or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the exclusion will be explained, provision for the child's education will be arranged starting the next school day, and the parents, carers and child will be invited to a reintegration meeting.

#### **Reintegration after a suspension**

We will support pupils to reintegrate successfully back into school life and full-time education following a suspension. A reintegration meeting will take place before or at the beginning of the pupil's return to school. During the reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. This meeting should include the pupil's parents.

Permanent exclusions are a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of the decision-making progress, balanced with the duty of care to other children and members of staff.

Any type of exclusion is made known to our Governors (we will inform the Chair of Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Behaviour Support from the behaviour team may be sought before or after a suspension. Parents have the right to appeal against an exclusion. Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded:

- Fixed Term Exclusions and
- Permanent Exclusions
- Bullying Incidents
- Racist Incident

## Governors

It is the responsibility of the Governing Body to monitor exclusions and instances of bullying, racism, sexism and sexual harassment (see part 5 of Keeping Children Safe in Education), homophobia and other discriminatory behaviour against protected characteristics. They will also ensure that this policy is administered fairly and consistently. The Executive Headteacher and Head of School will report to the Governing Body and meet with the safeguarding link governor on a half-termly basis, and this policy is revised on an annual basis. The Governing Body and Pupils, Parents and Staff are responsible for reviewing and approving the written statement of behaviour principles; reviewing this behaviour policy in conjunction with the Executive headteacher and Head of School; monitoring the policy's effectiveness; and holding the Executive headteacher and Head of School to account for its implementation. There is a Governing Body exclusion panel to review permanent exclusions and the Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors, laid out on p.38 of the DfE statutory guidance on suspensions and exclusions.

## What do we expect from families, parents and carers?

We place great importance on good communication with families, having 'open doors' and being approachable to celebrate or share concerns together. We share our school email address to enable parents and carers to contact us if they are not able to call in person; we expect that this high level of access and trust is never abused. To work together in the best interest for each child, we have clear expectations of families, parents and carers. How can parents and carers be ready, respectful and safe? This is not an exhaustive list, but outlines the main ways that parents and carers can follow and support our behaviour policy, help their children to have positive behaviour, and therefore put their children in the best position to learn and thrive.

### Ready

Parents and carers should:

- get their children to school on time
- make sure children have enough sleep and are well-rested
- ensure their children eat breakfast and drink enough water
- check their children have their water bottles (clean and with fresh water) and are dressed for the weather
- have their book bag - reading with and to their child at home is crucial!
- read the newsletters and talk to their children about what's happening at school
- have had time to play, talk and relax at home.



## **Respectful**

Parents and carers should:

- assume that their children are constantly learning from them, so behave in a patient, respectful manner to everyone in our community, being positive behaviour role models.
- speak positively and respectfully about school, staff and other children when at home, and be respectful to them at school.
- speak privately with the class teacher if they have any concerns or if they are unhappy with something related to their child's time at school.
- trust their child, listen to their child... and know that they have one unique perspective which may be emotionally amplified, particularly at the end of a long day. Children may just need parents and carers to listen. School staff always want to know if children are unhappy about something at school, and they can often add to this information, providing the 'bigger picture' they have of the whole class and school.
- react calmly and proportionately if your child raises a problem they have at school. This teaches them how to behave when things are difficult. Ask how they think you can solve the problem themselves, with you and/or with school adults.
- think about the impact on school staff before emailing, particularly late at night or over weekends. It is usually best to arrange a meeting or phone call.
- remember what we all have in common: that we care about your child and want to see them enjoy and succeed at school.

## **Safe**

Parents and carers should:

- make sure their children are safe coming to school, for example, when riding a bike or crossing roads. Children in Nursery and Reception must always be dropped off and collected from classrooms.
- make sure their children follow our rules when they are with you in school or on a trip.
- ensure their children have the right PE kit and swimming kit to do sport safely.
- ensure children's shoes enable running, jumping and climbing on the playground.
- ensure they keep their children safe on the internet and mobile devices, seeking help and advice from school if needed.
- monitor screen time, try to avoid screens in bedrooms and safeguard against violence or scary/upsetting scenes on screen.
- talk to school adults if they are concerned about their child's safety in any way, so we can work together.

## Physical Intervention (Positive Handling)

### What is positive handling?

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Positive handling is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff. Its practice necessitates emotionally intelligent adults skilled in the use of diversion, diffusion and de-escalation - 95% of all positive handling should be de-escalation.

All staff at St Aloysius Primary School are appropriately trained to respond to the social, emotional and behavioural needs of children in their care. Our duty of care includes a requirement to intervene as appropriate in order to prevent pupils from:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidence of the above, it may be necessary for staff to physically intervene to ensure the best outcome. Staff will always use known de-escalation strategies. However, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a student's behaviour using necessary and proportionate restraint.

### What happens when de-escalation has been exhausted?

Once a child has reached crisis point and de-escalation strategies have been exhausted SLT should be alerted to deal with the situation.

**All members of school staff have legal power to use reasonable force to restrain a child where it is deemed necessary, proportionate and reasonable to ensure the safety of the child displaying the behaviour or other pupils and staff. Where physical intervention has been used a 'Record of physical intervention' form will be completed and uploaded onto CPOMS. (See Appendix 4)**

## 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)

Physical intervention should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

## 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)

## Linked Policies and documents

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding Policy
- SEND CoP  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

## Monitoring

This policy is regularly monitored by the Executive Head Teacher/Head of School, 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)

## Appendix 1

### EYFS Behaviour System

In the Early Years children are learning how to behave appropriately. Many actions will be normal for their stage of development. Early Years staff help children to learn when something is dangerous, harmful to themselves or others and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviour.
- Encouraging a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Using clear and consistent boundaries.
- Involving the children in problem solving by using conflict resolution steps.
- Approaching calmly and getting down to the child's level.
- Acknowledging their feelings, gathering information, asking for solutions and choosing one together.
- Being prepared to give follow up support.
- Sharing information with parents and carers about their child's behaviour in school and at home.
- Providing strategies that promote turn taking. E.g.: using sand timers.
- Communicating and modelling positive behaviour.
- Recognising and acknowledging feelings to encourage empathy.
- Providing planned opportunities to discuss behaviour and feelings. E.g.: RSHE/circle time.

In Nursery and Reception, we use a rainbow, sunshine, rain cloud and thundercloud visual to help children remain aware of their behavioural choices.



Every child begins each day on the **sunshine** (*'making good choices'* zone). If they demonstrate good work, play and attitudes, they will remain here. If children demonstrate exemplary behaviour that is above and beyond what is 'expected' they will move to the **rainbow** zone and receive a sticker. If they behave inappropriately they will move to the **raincloud** (*'not a good choice'* zone) for a few minutes where they will be encouraged to reflect upon their choice. If this inappropriate behaviour continues, the child will move onto the **thundercloud** and may spend some time away from classmates talking to an adult about how to make good choices.

The judgement about a child's behaviour must be made according to the child's age and stage of development. It is important to remember that there are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home, Parents and carers are encouraged to share any relevant information with EYFS staff. If the child's behaviour is uncharacteristic the reaction of staff may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

**If a behaviour problem persists:**

- The behaviour will be discussed with a TLR holder or senior leader.
- The behaviour will be discussed with parents and an agreed strategy/action plan will be implemented.
- Behaviour will be monitored and relevant observations will be recorded.
- If the above steps have been followed and concerns around behaviour remain, support will be sought from SENCo and or outside agencies.



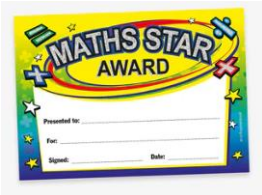


**In Early Years the adults support positive behaviour by:**

- Managing behaviours in the moment.
- Providing immediate praise/support.
- Not rewarding 'expected' behaviour with stickers or stamps but providing verbal praise.

Giving out rainbow stickers and special awards at the end of the week (Nursery in class, Reception in

**Appendix 2**

**Special Awards calendar example**

What	When	Why	Who
<p>Special Award</p> 	<p>Weekly – every Friday</p>	<p>Give to a child that has stood out for <b>any</b> reason.</p>	<p>One child per class</p>
<p>Star Award</p> 	<p>Friday 8<sup>th</sup> Nov 6<sup>th</sup> Dec 17<sup>th</sup> Jan 14<sup>th</sup> Feb 7<sup>th</sup> March 4<sup>th</sup> Apr 23<sup>rd</sup> May 27<sup>th</sup> June</p>	<p>Give out to a child that has shown excellence in any area of the curriculum.</p>	<p>One child per class</p>
<p>Maths Award</p> 	<p>Friday 15<sup>th</sup> Nov 13<sup>th</sup> Dec 24<sup>th</sup> Jan 14<sup>th</sup> Mar 11<sup>th</sup> Apr 6<sup>th</sup> Jun 11<sup>th</sup> July</p>	<p>Give to a child who has stood out in maths</p>	<p>One child per class.</p>
<p>Gold Award</p> 	<p>Friday 22<sup>nd</sup> Nov 20<sup>th</sup> Dec 31<sup>st</sup> Jan 21<sup>st</sup> Mar 9<sup>th</sup> May 13<sup>th</sup> Jun</p>	<p>Give to a child showing a healthy lifestyles: sporting activity or anything healthy.</p>	<p>One child per class</p>
<p>Care and Concern Award</p> 	<p>Friday 29<sup>th</sup> Nov 10<sup>th</sup> Jan 7<sup>th</sup> Feb 21<sup>st</sup> Feb 28<sup>th</sup> Mar 16<sup>th</sup> May 20<sup>th</sup> Jun</p>	<p>Give to a child that has shown care and concern to others. Link to Gospel values.</p>	

**Appendix 3**

**Report Card**

Name	Example							
Class								
Targets	<p>1. Keep hands and feet to self and do not hurt people.                  2. Be respectful to others</p> <p>Circle the appropriate word in the boxes relating to the above 2 targets.                  Add specific comments overleaf if needed. Report on positives and areas to improve.</p>							
Week Beginning	Week 1 of Report Block 1							
	Assembly/ Lesson 1	Lesson 2	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Signed
Monday	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Teacher:  Leader:
Tuesday	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Teacher:  Leader:
Wednesday	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Teacher:  Leader:
Thursday	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Teacher:  Leader:
Friday	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Amazing Good Poor	Teacher:  Leader:



Additional Comments	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Next steps	
<ul style="list-style-type: none"> <li>• Remove from report</li> <li>• Remain on report</li> <li>• Move to the next level of report</li> <li>• Other _____</li> </ul>	
Justification for decision	
Parents/carers informed:	
Date, time, method and contact person from school:	
Decision made by:	Date:

**Appendix 4**

**Reporting and Recording Pro-forma**

St Aloysius Catholic Infant and Junior Schools – Record of physical intervention



**Date of incident:**

**Time of incident:**

**Pupil Name:**

**D.O.B:**

**Member(s) of staff involved:**

**Adult witnesses to restraint:**

**Pupil witnesses to restraint:**

**Outline of event leading to restraint – including other strategies tried and reasons for using Positive Handling rather than another strategy:**

**Outline of incident of physical intervention (including physical intervention method used):**

**Outcome of restraint:**

**Description of any injury(ies) sustained by injured pupil and any subsequent treatment:**

**Date parent/carer informed of incident:**

**Time:**

**By whom informed:**

**Outline of parent/carer response:**

**Signature of staff completing report:**

**Date:**

**Signature of Teacher-in-charge:**

**Date:**

**Signature of Head SMT member**

**Date:**

**Brief description of any subsequent inquiry/complaint or action:**

**Appendix 5**

**Body Map (to be completed where injuries are sustained)**

Child's Full Name	DOB	Date

