



St. Aloysius' Catholic Primary School

Behaviour Policy

At St. Aloysius' we are **grateful** for the talents that we are given and are **generous** in sharing our gifts with others, by producing work of a high standard.

At St. Aloysius' we are **attentive** in our lessons and **discerning** in the choices that we make by listening carefully.

At St. Aloysius' we are **compassionate** and **loving** towards our fellow pupils and staff.

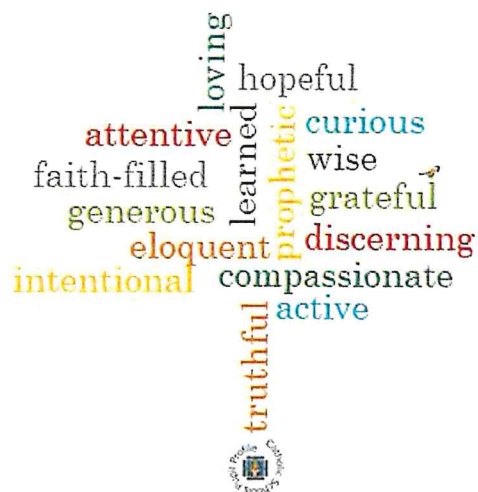
At St. Aloysius' we are **faith-filled** in our beliefs and show this by being respectful and reverent and **hopeful** for the higher gifts.

At St. Aloysius' we are **truthful** in what we say of ourselves, other people and the world around us and are **eloquent** in the way that we share our views with others.

At St. Aloysius' we are **learned** by trying our best in all aspects of our school day and are **wise** in the way that we use our knowledge and skills.

At St. Aloysius' we are **curious** about ourselves, others and world around us and are **active** in helping and serving others.

At St. Aloysius' we are **intentional** in our mission and **prophetic** in the examples that we set to others.





St. Aloysius' Catholic Primary School

Vision for Learning

Grateful and Generous

- We present our work neatly (underlining the date and learning objective)
- We cross out mistakes with a ruler
- We show pride in our work and take care of our books

Attentive and Discerning

- We make choices that allow everyone to learn
- We look at the person who is talking
- We do something when we are first asked
- We sit in our chairs ready to learn, with empty hands

Compassionate and Loving

- We have kind hands and feet
- We have kind thoughts and words
- We speak and treat others with respect
- We accept sanctions without debate

Faith-filled and Hopeful

- We enter assembly silently and in a reflective manner
- We listen to the views of others
- We make choices that allow everyone to reflect and pray
- We are respectful to those of different faiths

Truthful and Eloquent

- We are honest and know that we learn from mistakes
- We listen to others
- We don't call out or interrupt
- We don't use inappropriate language

Learned and Wise

- We complete learning tasks without distraction and to the best of our ability or we ask for help
- We take responsibility for our learning and use our previous learning to help us succeed

Curious and Active

- We hold doors open and are respectful of other people's space
- We help others on the playground and in the classroom
- We keep our classroom and cloakroom tidy

Intentional and Prophetic

- We wear the St. Aloysius' badge with pride, in school and in our community
- We come to school dressed smartly in our uniform
- We set an example to others in our school

Based on our behaviour policy, we have created a vision for learning, which is discussed in class and displayed in each classroom. Staff refer to this when talking to pupils about choices in behaviour.

Our behaviour policy is based on the Catholic Pupil Profile and closely links to our School Motto:

"Be ambitious for the higher gifts"

and draws on our Mission Statement to help all our pupils to grow in holiness by helping them to:

- know God, understanding that all that is good gives them a glimpse of Him;
- love God, recognising Him in one another; and
- serve God, using their gifts to serve others.

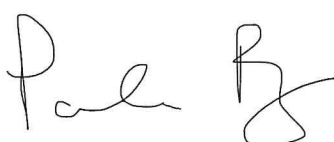
What underpins our approach is the recognition that each individual is made in the image and likeness of God and is worthy of our respect, kindness and reverence. The inherent worth of 'the other' should underpin our approaches, for example separating the 'person' from the 'behaviours'.

We aim to set the highest expectations in everything we do, and strive to improve and learn from each other socially as well as academically. Excellent relationships in a calm environment where expectations are consistently applied and individuals are accountable are the key to creating a positive, secure atmosphere where all children have the opportunity to succeed.

Additional Documents For Reference

- Safeguarding Policy
- Code of Conduct- Guidance for Staff to Promote Safer Working Practice for all Adults Who Work With Children and Young People
- Model Positive Handling Policy for Schools and Similar Children Settings

Signed  Head Teacher

Signed  Chair of Governors

Date November 2024

Review November 2026

APPENDIX A

Incident Record

Pupil: Date:

Location: Time: am/pm

Reported by (Name):

Staff Involved (Names):

.....

Others present (names):

A brief description of the incident (including antecedents)

How incident was resolved

- | | | | | | |
|----------------------|--------------------------|-------------------------|--------------------------|------------------|--------------------------|
| Pupil calmed down | ☐ | Talked through incident | ☐ | Pupil apologised | ☐ |
| Returned to class | ☐ | Period at home | ☐ | Time Out | ☐ |
| Work completed later | ☐ | Unresolved | ☐ | Home contacted | ☐ |
| Exclusion | ☐ | Time out of class | ☐ | | |

Other

APPENDIX A

Was any form of Physical Intervention required? Yes/No (If yes please write a record of the incident in the record book kept in the locked Child Protection Cabinet.

Did anyone sustain an injury? Yes/No (If Yes provide details and any medical attention required):

N.B. Staff must always complete a "PVA" form (Physical /Verbal Abuse Form. Access on line – see Office Staff.

Details of Injury:

Signed
(compiler): Name:

Signed
(witness): Name:.....

Date:

APPENDIX B

Critical Incident Reflection Meeting

Welcome

The purpose of this meeting is to provide time for quality reflection following a serious incident.

To give everyone the chance to speak and be heard.

To highlight what worked well.

To enable reflection that might inform future actions.

The format of the meeting takes three sections:

Section 1) The What?

Section 2) So What?

Section 3) Now What?

Each person in the group has the opportunity to say what happened.

Each person in the group has the opportunity to explore the effect of the incident in more detail: feelings/emotions- pre /during /after

Each person in the group has a chance to say what they would do differently or the same next time? What are the key points/lessons to be shared. How will we do this?

APPENDIX C

Behaviour Strategies and Sanctions