



St. Ignatius' Catholic Primary School

## Behaviour and Discipline Policy

Ad Majorem Dei Gloriam

“An inspired learning community with Jesus Christ at our centre”

### **Philosophy**

Our behaviour policy follows on from the school's Mission Statement and aims to uphold and develop Gospel values in a Catholic environment.

### **General Statement.**

Good behaviour is the responsibility of everyone in school. It relies on everyone working together, setting a good Christian example and dealing with situations in a consistent manner.

### **Aims**

Within our Christian environment we aim to:

- Define acceptable standards of behaviour to ensure that children and adults know what is expected of them and how to behave appropriately
- Reinforce positive attitudes and high expectations of behaviour
- Celebrate a wide range of achievement
- Ensure an acceptance by all adults in the school of their common responsibility for maintaining good discipline and promoting the Catholic ethos of the school
- Ensure that the school's expectations and strategies are widely known and understood by all teachers, parents and children.
- Encourage the active involvement of home and school in the implementation of this policy
- Encourage a positive, calm and purposeful atmosphere where pupils are supported and challenged in their learning
- Create an atmosphere where everyone feels valued and treats all others with respect
- Acknowledge that it is a child's behaviour that is unacceptable but not the child itself
- Encourage children to take responsibility for their behaviour
- Encourage pupils to sort out difficulties in a peaceful way

### **Rights**

All members of the school community have the right to:

- Have their opinions/suggestions listened to with respect
- Enjoy an environment in which they can learn and teach effectively
- Be treated with mutual respect and tolerance
- Be treated justly
- Be safe

### **Appropriate Behaviour**

The following behaviours are expected:

- To treat all staff, including non-teaching staff and midday supervisors, with respect and Co-operation.
- To speak politely and to listen respectfully to staff and each other
- To move quietly and responsibly around the school with regard to other people
- To treat others people's possessions with care
- To share equipment and resources with others
- To show respect for the classroom and whole school environment
- To keep their own space and possessions tidy
- To be helpful and willing to help others when asked
- To show kindness and consideration to others
- To make a real effort with their work
- To support others who need their help

### **School Rules**

We expect our children to:

- Follow accepted school routines and practices e.g. end of playtime routines, lining up, entering the school hall for assemblies etc
- Wear school uniform with pride and follow the school uniform policy
- Walk inside the school building and on the entrance paths
- Be punctual

### **Class rules (general guidelines)**

See Appendix 1 Traffic lights

Appendix 2 St Ignatius Code of Conduct

Individual class teachers set rules **with** their class at the beginning of the Autumn Term so that all children, staff and adults are aware of what is expected of them. These rules are phrased in positive terms "We will..., we always..."

### **Rewards and Promoting Good Behaviour**

Good behaviour is to be encouraged as often as possible as we believe it is vitally important to highlight it rather than concentrate on negative behaviour.

“Catch them being good!”

We aim to provide a well-ordered and positive environment that encourages good behaviour. This is supported by a range of appropriate rewards and praise such as:

- Verbal praise at every appropriate opportunity
- Written praise on work as appropriate
- Awarding of stickers
- Awarding of house points
- Parents being informed verbally or by letter
- Certificates
- Class recognition e.g. “Bean Bag Cheer”, applause
- Table points / treats
- St Ignatius Standards

The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

Pupils should be able to expect recognition for positive behaviour, but just as importantly they should expect firm, fair and consistently applied consequences for inappropriate behaviour, though all systems are flexible to take account of individual circumstances.

### **Managing Poor Attitudes and Behaviour**

The adult should make sure that the child understands what he/she is doing wrong and why it is wrong. Sanctions should be used when clearly understood class or school rules are broken.

- They must be fair and consistent and seen to be so
- They must be carried through
- They must be a clearly understood sequence of sanctions, agreed by teaching and Non-teaching staff and parents
- Sanctions must be appropriate and commensurate with the poor behaviour

## **Unacceptable behaviours**

The following are examples of unacceptable behaviours either in class or around the school:

- Speaking while the someone else is speaking
- Cheekiness/rudeness/answering back
- Not being on task and preventing others from being on task through poor behaviour
- Not completing tasks including homework, providing these are reasonable and appropriate
- Poor standards of behaviour when moving around school (running, pushing, being over noisy)
- Telling lies ( Not telling the truth)
- Dangerous play or playing in unauthorised areas
- Using inappropriate language to staff or children
- Disregarding requests or instructions from supervising adults
- Lack of respect for school property or others' belongings
- Verbal abuse of any sort including "Goading" or teasing.
- Physical violence/fighting
- Bullying or cruelty/ intimidation including: physical bullying, emotional bullying, verbal
- Racism in any form
- Homophobic bullying
- Sexism
- Discrimination on the grounds of Disability

The last six are viewed extremely seriously and will be dealt with in accordance with the appropriate policy. (Anti-bullying, equal opportunities)

## **Sanctions**

Staff will use their professional judgement to deal, promptly and calmly, with unacceptable behaviour. These are strategies which are used in school.

1. A verbal warning and a reminder of the expected behaviour.
2. Moving child's name on to the amber traffic light. (Remind child to make correct choices regarding behaviour.)
3. Moving the child's position in class
4. Time Out in class
5. Loss of some or all of playtime (Class teacher is responsible for supervision)
6. Temporary transfer to another class
7. Consult with parents
8. Sent to the Headteacher or Deputy Headteacher

In particular circumstances (e.g. bullying), parents will be informed and appropriate action taken. This may take the form of daily or weekly report to parents. The Headteacher keeps a record of all serious cases of unacceptable behaviour and bullying incidents.

In extreme circumstances, a child may receive fixed-term exclusion or a permanent exclusion from school.

Extreme and notifiable unacceptable behaviour include:

Violence

Racism

Homophobia

Sexism

And Discrimination on the grounds of disability

### **Pupils in need of support with behaviour**

It is accepted that some pupils will need further professional guidance in regarding developing acceptable behaviour in school.

If a child is frequently getting to stage 7 or 8 above then in the first instance the teacher would raise the issue with the school's Special Educational Needs co-ordinator.

The children would have either an IEP (Individual Education Plan) with a behavioural target or if the concern is purely behavioural, then an IBP (individual Behaviour Plan) will be drawn up.

This will then be shared with parents as in the school's Special Educational Needs policy.

After 2 reviewed IEP/IBPs there are still issues around the child's behaviour in school then the school would seek the guidance of other relevant agencies, such as Camhs, Catholic Care Worker, Educational Psychologist, Behaviour Support Team and the Educational Welfare Officer.

*Exclusion is a last resort and will be considered when all other options have failed.*

### **Exclusion**

This may be considered if there has been persistent, extreme behaviour from children which is detrimental to the education and safety of the child or others (Despite the implementation of strategies/support from expert 'outside agencies'.)


Prior to the exclusion, there should have been a behaviour management programme implemented by the school in consultation with parents/carers. Parents should always be informed at an early stage.

The decision to either permanently or temporarily exclude may be taken by the head teacher in consultation with the Chair of Governors, following the appropriate procedures. The Governing Body has an Appeals Panel. The exclusion regulations, as decided by the DFE, set out the procedure to be followed.

The school gives high priority to clear communication within the school and to a positive partnership with parents. Both are crucial in promoting and maintaining high standards of behaviour and work from the pupils.

To be reviewed Summer 2019

Signed by chair of A/C \_\_\_\_\_

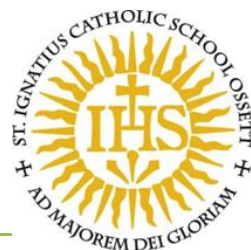


I have not followed the class rules.

Almost but I need to try harder.

I am working hard and trying my best!

**Am I making the right choices?**



# St. Ignatius Catholic School

## Code of Conduct

**To learn**

**To care for each other and feel safe**

**To care for our school and the  
environment**

### **Responsibilities**

**To show respect**

**To listen**

**To tell the truth**

**To allow others to  
always give their best**

**To take care**

### **Rights**

**To be respected**

**To be heard**

**To be trusted**

**To learn and always  
try my best**

**To be safe**