



St. Ignatius Catholic Primary School



# Behaviour Policy

**2020 - 21**

*Ad Majorem Dei Gloriam*

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

***It is our aim that, through the power of the Holy Spirit:***

- Each individual is valued, loved, welcomed and accepted as a precious creation of God.
- We are a community where ‘*God is love*’ is revealed in the witness of everyday life.
- A love of learning is inspired and the wide range of God-given gifts and talents of each child is celebrated and fulfilled.
- We provide the highest possible quality of education within a learning environment where children are both challenged and supported.

**Policy agreed/updated:** October 2020

**Headteacher:** Mr. S Bartram

**Date of review:** October 2021

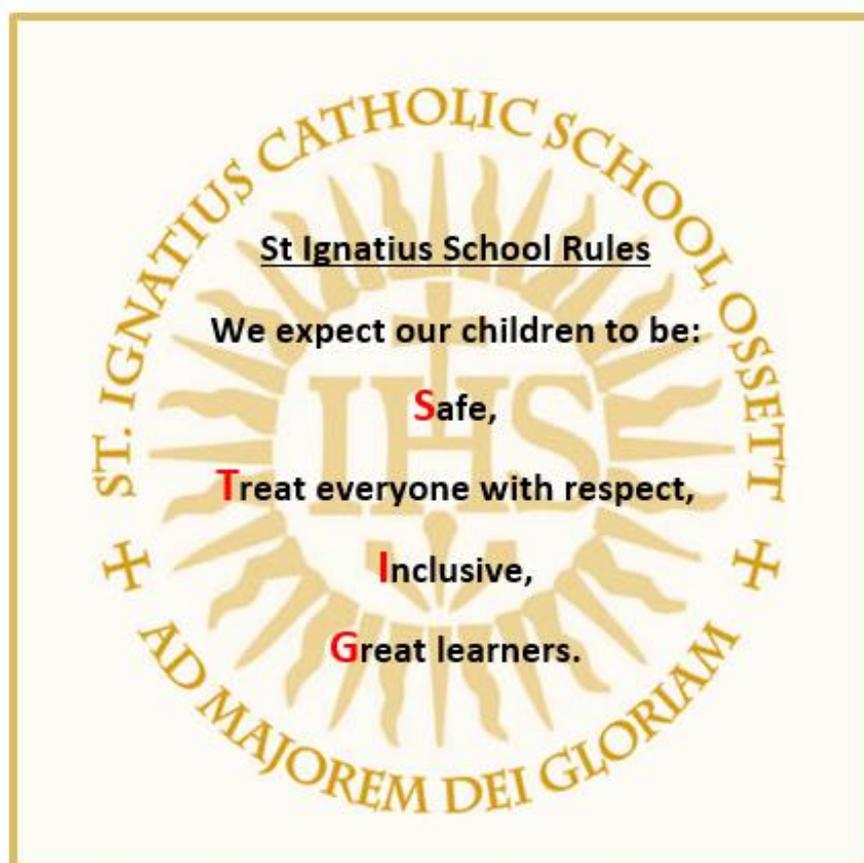
**Good behaviour is the responsibility of everyone in school.**

**It relies on everyone working together, setting a good Christian example and dealing with situations in a consistent manner.**

### **Philosophy**

St. Ignatius is committed to creating an environment where exemplary behaviour is an expectation and 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 reflects the school's Mission Statement and upholds and develops the virtues to live by within a Catholic environment. It guides staff to teach self-discipline and 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.

### **St. Ignatius School Rules**



## **Aims**

Within our Christian environment, we aim to:

- Ensure that excellent behaviour is a minimum expectation for all,
- Create a culture of exceptionally good behaviour amongst all stakeholders,
- Ensure that all pupils are treated fairly in an atmosphere where they feel valued, are shown respect and promote good relationships,
- Celebrate a wide range of achievement,
- Hold high expectations for all pupils,
- Help pupils develop self-discipline and self-esteem,
- Help pupils take control over their behaviour and be responsible for the consequences of it,
- Build a community which values kindness, care, obedience and empathy for others,
- Allow positive, professional relationships within classrooms to flourish,
- Ensure a safe, positive, calm and purposeful atmosphere in all aspects of school life, where pupils are supported and challenged in their learning,
- Ensure that the school's expectations and strategies are widely known and understood by all staff, parents and pupils,
- Encourage the active involvement of parents/carers in the implementation of this policy.

## **Desired Outcomes**

- Excellent conduct and behaviour by all,
  - A consistent and encouraging atmosphere which allows children to achieve at their best,
- Attitudes to learning are of a high standard regardless of subject, year group and staff member,
- Pupils are aware of the impact a positive attitude can have on their progress,
- Pupils display a thirst for knowledge and a love of learning.

## **Minimum Expectations**

The following behaviours are expected by all in our school:

### **Expectations when in the classroom:**

- If someone is speaking, be quiet and listen carefully,
- Put up your hand if you want to answer a question,
- Be kind and respectful to each other,
- Speak quietly and respectfully at all times,
- Participate in all activities,
- Allow others to get on with their work.

### **Expectations when moving around school:**

- Walk sensibly and quietly – no running,
- Behave responsibly in the locker area and toilets,
- Walk from playtime or lunchtime sensibly and in single file – no overtaking.

### **Expectations when in the playground:**

- No screaming – screaming is for emergencies,
- Respect equipment,
- Respect each other,
- No play fighting or excessive physical contact,
- Follow adult instructions immediately and without question,
- Stand silently and still when you hear the first whistle,
- Move silently and sensibly to your line when you hear the second whistle.

### **Expectations when in assembly:**

- Walk silently in a straight, forward facing, single file line into the school hall,
- Sit silently unless taking part in an activity,
- Put your hand up if you want to answer a question,
- Leave silently in a straight, forward facing, single file line and remain silent until you are in class.

### **Expectations when in the dining hall:**

- Be responsible and keep the dining hall tidy,
- Talk quietly to the people around you,
- Queue sensibly in a straight line,
- Follow an adult instruction immediately and without question.

### **Expectations when speaking to each other and to adults:**

- Listen to others,
- Speak respectfully to each other at all times,
- Do not answer back when an adult has spoken to you.

### **Expectations when completing your work:**

- Take pride in your work and present it neatly,
- Work hard to complete the work you have been asked to do.

## **“Catch them being good!”**

### **Rewards Systems**

At St. Ignatius we aim to provide a well-ordered and positive environment which expects good behaviour from all. This is supported by a range of appropriate rewards and praise outlined below.

#### **Class Dojo**

Class Dojo is a behaviour management tool for the classroom. Each child has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the day. In Key Stage One, rather than using negative dojos, we will use neutral dojos. This will ensure that both pupils and parents are aware of behaviour incidents in a timely manner, but dojo points are not taken away once given. This information is then recorded on pupils' profiles so that it can be reviewed throughout the year. Parents also have logins so that they can view achievements from home and receive weekly updates on their progress. At the end of each school day, children are rewarded with a dojo point if they remain on the class rainbow (see 'consequence ladder' for more information).

#### **'Sangam' (Gathering) – Our Celebration Assembly**

Sangam takes place every week to celebrate many achievements across school. This includes all classes and celebrates the following:

- **Learner value certificates**, which are focussed upon; resilience, challenge-seeking, risk-taking, being reflective, being your best self and being an inquirer,
- **Class attendance**; the winning class receives a trophy to keep in their classroom for the week,
- **Individual Birthdays**; pupils receive a pack of sweet and a 'happy birthday' pencil,
- **Star Table**; this includes pupils who have behaved exceptionally well at lunchtime and this is chosen by the dinner time staff,
- **Class Dojo School Total**; the total of all positives dojos given in school is celebrated and recognised;
- **Class of the Week (Lunchtime)**; dinner time staff will choose a class which has behaved impeccably all week.

#### **Other Rewards**

- Verbal praise at every appropriate opportunity,
- Stampers and stickers,
- Half termly postcard from the Head,
- Written praise on work as appropriate,
- Parents receiving a positive dojo message from the class teacher or head teacher,
- Head Boy and Head Girl; exemplary behaviour is an overriding factor of choosing the children for this,
- Reading rewards; at the teachers' discretion which may include sweets, stationary or certificates,
- At the teachers' discretion, if a class has worked particularly hard (good behaviour is a minimum expectation), 'Golden Time' could be given.

## Sanctions

Pupils begin everyday on the class rainbow and would only leave the rainbow should their behaviour warrant this. When a child breaks a rule, they will be given one verbal reminder to correct their behaviour. At this time, they would still remain on the rainbow.

<u>Consequence Ladder</u>	
Warning	<p>If a similar incident occurs again, they will be moved onto a warning which will be displayed in all classrooms (see appendix 1).</p> <p>At this point, if a child responds well to this warning and displays a positive attitude, no further action will be necessary and the child's name will be placed back onto the rainbow.</p>
Negative Dojo & Time Out in Class	<p>Should there be a further incident, the child will be moved onto the next stage of the ladder and given an appropriate negative dojo to inform parents. They will be moved to an area of the classroom to work alone.</p> <p>No other contact with parents, other than the negative dojo itself, is necessary at this stage.</p>
Miss Playtime or Lunch break	<p>Should there be a further incident, the child will miss their next playtime or lunchtime. They will be stood alone at the fence for the duration of the break.</p> <p>If incidents occur during break or lunchtime which mean the pupil is moved to this stage on the consequence ladder, the following break or lunch time will be missed.</p> <p>At this stage, contact will be made to parents via Class Dojo. The behaviour will be logged on our school tracking system by the class teacher.</p>
Send to Headteacher	<p>Should behaviour continue to be unacceptable or further incidents occur, the child will be sent to the Headteacher. The pupil will remain with the Headteacher to complete a set task (a letter of apology) in an agreed time appropriate to the pupil's age.</p> <p>After investigation, the class teacher will phone home to discuss this with parents and agree how to proceed. The behaviour tracking system will be updated by the class teacher with further behaviour and discussion with parents.</p> <p>The consequence ladder continues to the point where, if necessary, the pupil will be isolated within school and possibly be asked to stay for an after-school detention. Please note that Government guidelines state that schools do not have to give parents notice of afterschool detentions or tell them why a detention has been given.</p>

Lunchtime Addendum	Appropriate communication will be made between lunch time supervisors and class teachers to ensure consistency to report warnings and incidents. This is a verbal discussion. Lunch time supervisors may wish to record incidents, warnings and further sanctions in a written notebook to enable them to provide the class teacher with accurate descriptions. This must remain on site when not in use.
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### **Unacceptable Behaviours resulting in placement on the Consequence Ladder**

This may include, but is not exhaustive of:

- Speaking while someone else is speaking,
- Cheekiness, rudeness or answering back,
- Not being on task or preventing others from being on task,
- Poor standards of behaviour when moving around school (running, pushing, being over noisy),
- Not telling the truth,
- Dangerous play or playing in unauthorised areas,
- Using inappropriate language to staff or pupils,
- Refusal of requests or instructions from supervising adults,
- Lack of respect for school property or others' belongings,
- Verbal abuse of any sort including "Goading" or teasing.

All incidents resulting in pupils having had to miss playtime or having spoken directly to the Headteacher will be recorded on the school's behaviour monitoring system and will be shared with parents when appropriate.

### **Repeat Offences**

Should a pupil consistently be placed on the consequence ladder for persistent poor behaviour or low level disruption, it may be appropriate for a discussion to be held with parents to determine an appropriate response. If behaviour continues to fall below the schools minimum expectations and a number of incidents are recorded, the child will be placed on a Behaviour Support Plan (see appendix 2) and their behaviour will be monitored closely. This may occur if, for example, on a number of occasions the pupil has received a negative dojo or has missed play or lunch times.

### **Serious Offences**

If pupil's behaviour is determined as being severe at any point during the school day, the pupil will move directly to purple on the consequence ladder (Sent to the Headteacher) and will be placed immediately on a Behaviour Support Plan. Parents will be notified of this by way of a behaviour warning letter (see appendix 3).

This may include, but is not exhaustive of:

- Physical violence/fighting,
- Bullying or cruelty/ intimidation including: physical, emotional or verbal bullying,

- Racism in any form,
- Homophobic bullying,
- Sexism,
- Discrimination on the grounds of Disability.

### **Fixed-Term Exclusions**

Should behaviour continue to fall below the minimum standard after behaviour plans have been put in place, a meeting with parents will be arranged to discuss further sanctions.

In extreme circumstances or if behaviour has been disruptive over a long period of time, at the discretion of the senior management team, a pupil could receive a fixed-term exclusion or a permanent exclusion from school may be necessary.

### **Pupils in Need of Support with Behaviour**

At St. Ignatius we are committed to meeting the needs of all pupils by providing an inclusive, caring and Catholic environment from which all can flourish. However, it is still an expectation that all pupils in our school community will be safe. If the behaviour of a child with an additional need was to impact the health and safety of other pupils, and school have exhausted all other avenues of support, exclusion will be considered as a last resort and therefore normal school procedures will be followed.

It is accepted that some pupils will need further professional guidance regarding developing acceptable behaviour in school. If a child is frequently moving through the stages of the consequence ladder, it may be appropriate to raise the issue with the school's Special Educational Needs co-ordinator alongside being supported with some individual or group time from the Learning Mentor. This will be shared with parents as outlined in school's Special Educational Needs policy.

If there continues to be issues around the pupil's behaviour in school, then school would seek the guidance of other relevant agencies, such as; CAMHs, Educational Psychologist, Behaviour Support Team and the Educational Welfare Officer.

### **Restorative Practice**

Restorative conversations within school are key to improving future behaviours and developing self-discipline and understanding. At a point where the pupil is calm enough to reflect on the incident, triggers, thoughts, feelings and what might help in the future, a conversation will be held with them using a set of pre-planned and research based questions (see appendix 4). This will be logged on our behaviour tracking system.

A restorative approach runs alongside our behaviour policy and in no way reduces sanctions. It is equally as effective as a proactive strategy that develops pupils' emotional literacy, empathy and accountability as well as fostering a strong sense of community and preventing bullying.

## Trauma-Informed Practice

***Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).***

### **St. Ignatius is a trauma sensitive school.**

Trauma-Informed Practice is an understanding of and responsiveness to the impact of trauma on a child that emphasises physical, psychological, and emotional safety for everyone. This creates opportunities for children to rebuild a sense of control and empowerment following their experiences. A practical understanding of developmental trauma enables all staff at St. Ignatius to move beyond reactive responses to children's presenting behaviour and consider the reason behind it.

*"Why is the child responding in this way?"*

*"What can I do to help?"*

At St. Ignatius we aim to understand the function behind a behaviour and support children to feel safe. We carefully consider their experiences and adapt to their needs, taking into account what differentiation we may need to provide within our behaviour management approach.

Adverse Childhood Experiences (ACES) encompass abuse and neglect. These experiences can have real, tangible effects on the development of the brain and therefore can present in a child's behaviour. ACES may include:



#### **ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO:**



Trauma informed approaches to behaviour management include:

- Placing relationships and a child's sense of safety and security at the heart of classroom management,
- Encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging,
- Promote a sense of community and belonging,
- Take individual circumstances into account.

<b>Key areas for staff to consider when providing discipline to any child having experienced ACES:</b>	
<b>Step 1</b>	Recognise the child's feelings and empathise with them
<b>Step 2</b>	Label the feelings and validate them
<b>Step 3</b>	Set limits on behaviour
<b>Step 4</b>	Problem-solve with the child

### **Policy Monitoring and Review**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. This policy is monitored by the Headteacher and is evaluated and reviewed by the whole staff every year.



# Behaviour Policy Addendum

Updated 09.10.20

## COVID-19 Response

This addendum sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many, school staff will need to consider how to support:

- individual children who have found the long period at home hard to manage,
- those who have developed anxieties related to the virus,
- those about whom there are safeguarding concerns,
- those who may make safeguarding disclosures once they are back in schools.

Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.

All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

St. Ignatius Catholic Primary School will aim to start the day with a positive activity, which gives a chance for pupils to talk and relieve any stress and anxieties. Throughout the week, our school staff will provide:

- opportunities for children to talk about their experiences of the past few weeks,
- opportunities for one-to-one conversations with trusted adults where this may be supportive,
- some refocused lessons on relevant topics, for example, mental wellbeing or staying safe,
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups,
- other enriching developmental activities.

The different experiences all pupils will have had at home will naturally play a large part in how easily they re-adapt to attending school and its routines. Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to

support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other.

If safeguarding issues come to light, they should be addressed using the school's safeguarding policy, which may need to be updated in light of wider opening

## **Behaviour Principles**

Areas to discuss with pupils, parents and staff;

- following any altered routines for arrival or departure,
- following school instructions on hygiene, such as handwashing and sanitising,
- following instructions on who pupils can socialise with at school,
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing),
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands,
- tell an adult if you are experiencing symptoms of coronavirus,
- rules about sharing any equipment or other items including drinking bottles,
- respect pupil/staff personal space,
- amended expectations about breaks or play times, including where children may or may not play. *During playtime and lunchtime, children in KS2 should not make physical contact with any other pupil.*
- use of toilets,
- clear rules about coughing or spitting at or towards any other person,
- Ks2 pupils to sit in class facing the front
- clear rules for pupils at home about conduct in relation to remote education,
- rewards and sanction system where appropriate .

## **Rewards**

St. Ignatius Catholic Primary School will continue to use our 'dojo' reward system. Teachers will continue to give points for good work within their groups but also to reward points to positively reinforce the principles listed above. Hopefully, this will enable children to develop motivation, positive relationships, encourage sharing feelings and kindness and therefore support children's mental health and positive behaviours as well as good work.

## **Consequences**

Consequences should be used to prevent negative behaviours. Groups will now use the consequence ladder.

Although adjustments need to be in place to help pupils return to school and adjust to the changes, staff should not permit fighting/physical contact, swearing, damage to property, spitting or breaking the new behaviour principles with regarding social distancing, hygiene and routines.

If negative behaviours become a risk or are consistent, pupils will not return to school until a risk assessment is developed to ascertain if any strategies and support can be identified to lower any risk before returning to school.

A child that is moved to purple or breaking rules in regard to: fighting/physical contact, swearing, damage to property, spitting or breaking the new behaviour principles with regarding social distancing, hygiene and routines and any other incident school deems at risk, will be removed from their class, sent to the headteacher and placed on a behaviour plan. If this behaviour continues, parents will be requested to come and collect their child from school.

The child will not be able to return to school until a Risk Assessment is developed, involving pupil, parents, SLT, pastoral/behaviour and any relevant agencies to ascertain if any strategies and support can be identified to lower any risk before returning to school.

**The school reserves the right to require a parent/guardian to collect their child should they puts themselves, their peers or staff at risk.**

## **Challenging Behaviours**

Pupils who display challenging behaviours will need a risk assessment developed and shared with the parents, pupils and staff and any relevant agencies to ascertain if any strategies and support can be identified to lower any risk before returning to school.

They need to consider:

- the risk of dealing with negative and physical behaviour,
- safety of the pupil, peers and staff,
- Team Teach approaches,
- Emotional distress to the child and adult where support is needed to comfort a distressed child.

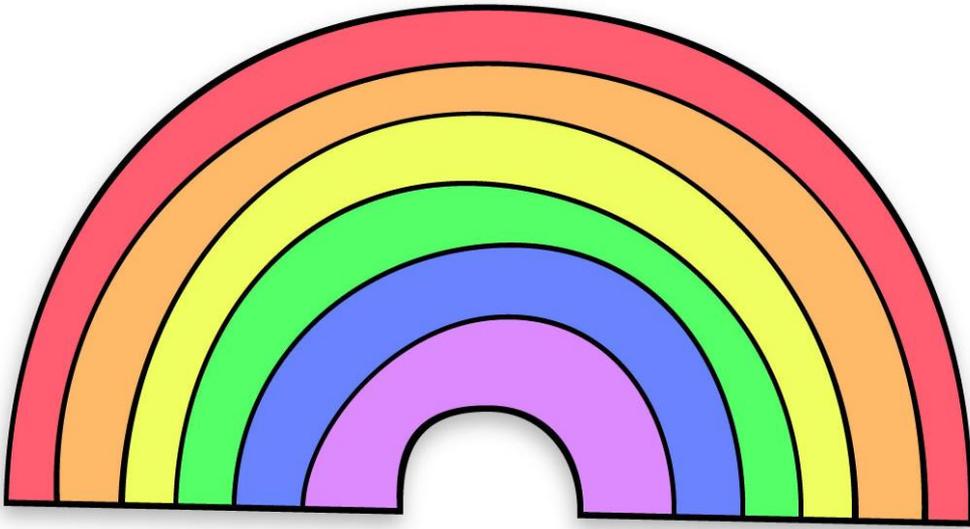
If Team Teach is needed, parents will be phoned and asked to collect their child until a risk assessment is developed or amended and a discussion has taken place with the pupil, parents, SLT, pastoral/behaviour support and relevant agencies.

Any Incidents that require additional support put in place including a phone call home will be recorded using our behaviour tracking system.



Appendices

Appendix 1 –Consequence Ladder and Rainbow





St. Ignatius Catholic Primary School

## Behaviour Support Plan

Name of Pupil and Class:	Start date:
Parents informed (date):	Review date:

Targets/comments from school:

Targets/comments from parents/carers:

### Grading System

Smiley face - Pupil has gone over and above what is expected.

Tick - Pupil has behaved in line with the school's minimum expectations.

Cross - Pupil's behaviour has failed to meet the schools minimum expectations.

Notes can be made by the teacher on the back of the plan to give brief detail of why this is.

If a pupil receives an unacceptable grade for a session, a sanction will be given in line with the school's behaviour policy. To be taken off of the behaviour plan, a pupil must have 5 continuous days without an unacceptable grade. Following 3 unacceptable grades, the pupil will be moved to work in isolation and parents will be expected to attend a formal meeting to discuss further sanctions.

Name: \_\_\_\_\_

Behaviour Support Plan

St. Ignatius Primary School

Behaviour Target met? 							120
Learning Target Met? 							
	MorningWork	Session 1	Playtime	Session 2	Lundtime	Session 3	

Behaviour Target met? 							120
Learning Target Met? 							
	MorningWork	Session 1	Playtime	Session 2	Lundtime	Session 3	

Behaviour Target met? 							120
Learning Target Met? 							
	MorningWork	Session 1	Playtime	Session 2	Lundtime	Session 3	

Behaviour Target met? 							120
Learning Target Met? 							
	MorningWork	Session 1	Playtime	Session 2	Lundtime	Session 3	

Behaviour Target met? 							120
Learning Target Met? 							
	MorningWork	Session 1	Playtime	Session 2	Lundtime	Session 3	

### Appendix 3 – Behaviour warning letter template

Date

Dear ...

**RE: Serious Breach of Behaviour Policy**

St Ignatius Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all employees and families to share this commitment.

It has been drawn to my attention following a thorough investigation that ... has been involved in a serious breach of our behaviour policy. The school has 4 main school rules which every child is expected to follow. They are:

To be safe

To treat everyone with respect

To be inclusive

To be great learners.

(insert details of incident)

I must point out to you that under no circumstances will such breaches of our behaviour policy be tolerated. The use of physical aggression, verbal abuse and racist and homophobic language will not be tolerated in school with or without intent to cause offense. In particular, on-going incidents of physical threats and attacks on other children and adults in school could result in a fixed-term or permanent exclusion.

(Insert details of sanction)

The incident has been placed on record and this should be treated as a final warning. I urge you to discuss the seriousness of this incident with your child and also the consequences if such an incident occurs in the future.

Kind regards,

Mr S Bartram  
Interim Headteacher

**Appendix 4 – Restorative practice Questionnaire**



# Restorative Questionnaire



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today, I had trouble with...

Listening

Following Instructions

Being Respectful

Being Safe

Other: \_\_\_\_\_

Questions to ask the child:

What happened?

\_\_\_\_\_

What were you thinking when it happened?

\_\_\_\_\_

What do you think now?

\_\_\_\_\_

Who has been hurt or upset by this?

\_\_\_\_\_

What needs to happen to put things right?

\_\_\_\_\_

\_\_\_\_\_  
Pupil Signature

\_\_\_\_\_  
Teacher Signature