



# Behaviour Policy

**St Ignatius' Catholic Primary School**  
**Behaviour Policy**

Reviewed June 2018

At St. Ignatius' Catholic Primary School our Behaviour Policy is firmly rooted in our Mission Statement, in the strong belief that we are all children of God and all equally loved and valued for who we are not what we are. With this shared belief we try hard to develop within our children empathy and respect for others; to base our vision of living in society on how we would all like to be treated by others and to help our children to develop self-discipline, not impose it on them. Our policy is based on positive reinforcement but, of necessity, contains sanctions which we believe are fair, consistent and focused on the behaviour rather than the child. These sanctions will be applied in a firm, no-nonsense way consistent with our school's Mission Statement that we are all unique children of God and deserving of equal respect. The aim of any sanction that is applied is to encourage future good behaviour within a forgiving atmosphere where each day is a new day and a chance for a new start!

**Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour, becoming increasingly aware of the consequences of his/her own actions.
- To try to have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness and foster appropriate behaviour based on staff example.
- To help pupils, staff and parents to have a sense of direction and a feeling of common purpose.

**Children's responsibilities are:**

- To work to the best of their abilities and to allow others to do the same.
- To encourage our older children to develop as good role models and examples for our younger children.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and around our school.
- To co-operate with other children and adults.

**Staff responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, both physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form good, professional relationships with parents.
- To recognise that each child is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education

### **The Parents' responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in what their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

### **What we do to encourage good behaviour**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through our own example.
- We praise good behaviour both privately and publicly.
- We encourage the children to keep the school and classroom rules which they themselves drew up:-

### **Our School Rules**

- Hands up, then wait
- Hands and feet to yourself
- Walk everywhere
- Look after everything and everybody
- Listen carefully and work quietly

### **What do we do if a child misbehaves?**

- We ask them to stop misbehaving.
- Where necessary we discuss incidents with the children involved.

- Where possible, we encourage children to try to resolve disagreements themselves, in the spirit of reconciliation.
- We encourage children to take responsibility for their own behaviour and try to teach them to understand the consequences of their own actions.

### **Repeated or persistent misbehaviour.**

Where there is repeated or persistent misbehaviour the following will apply:

- Withdrawal of privileges eg. Playtime, opportunity to represent the school.
- Informal contact with parents.
- Involvement of Head or Deputy Headteacher to discuss the behaviours with the child.
- Time to reflect in a quiet space where it may be appropriate to complete classroom based work
- Entry into the behaviour log and formal contact with parents.
- Persistent or violent behaviour may result in a fixed term exclusion.
- Ultimately, permanent exclusion may result, though this is a last resort.

See Appendix 1 - Movement Through Behaviour Stages at St.Ignatius' Catholic Primary School - for progressive sanctions to be used.

### **Supporting Guidelines**

#### **Positive approaches -**

- ❖ aim to ensure that pupils experience success through their efforts which can be developed through the National Curriculum and the broader curriculum.
- ❖ are communicated through the relationships and expectations that exist in a school.
- ❖ aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn.

## **Strategies for positive encouragement**

- Showing others their good work.
- Sharing assembly.
- Celebration assembly.
- Positive feedback to parents, verbal or written.
- Weekly Superstars from each class.
- House points.
- Appropriate stickers from Headteacher.
- Target sheets leading to certificates.

## **Encouraging good behaviour**

### **Emphasis is placed on:**

- ❖ encouraging and motivating pupils using
  - Positive feedback
  - Descriptive praise
  - Attention for success rather than failure eg. "Catch them doing good."
  - Appropriate and meaningful work.
- ❖ respect for all individuals by
  - Including their culture and background
  - Modelling desired behaviour
  - Listening to children and communicating that you have heard what they have said.
- ❖ creating a safe, nurturing environment, both physically and emotionally.
- ❖ Clear and consistent application of rules and sanctions.
- ❖ raising self-esteem

- By communicating a sense of importance and self worth.
- Ensuring pupils experience and have a sense of their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by eg. Providing choices wherever possible.
- Ensuring that "feelings" are part of the overt and hidden curriculum.

### How children can sort out their own difficulties

Children should be encouraged whenever possible to take responsibility for sorting out their own minor disagreements. This means that adults, parents and teachers, must take responsibility for teaching them a sense of fairness, modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive - **not aggressive**, to express their feelings and to resolve conflicts without resorting to violence, swearing or abuse but always mindful of the feelings of others.

Eg. *"I don't like that. I want you to stop. If you don't stop I'm going to tell a teacher/dinner-lady."*

Where the problem is of a more serious nature and the possibility of bullying is suspected then there will be recourse to the school's Anti-Bullying Policy.

### Lunch-Time

At lunch-times our Welfare Staff are in the playground to deal initially with any problems or conflicts occurring during this daily break.

### 3 steps strategy for resolving conflict

Minor conflicts may be resolved using the following approach-

1. All parties have to be listened to until it's their turn to speak.

Eye contact should be established.

2. Each child has a turn to say:

i) What the other(s) has/have done to upset them

ii) How they feel about it

iii) How they can make amends

iv) How they would like the other(s) to behave in the future

3. No-one is allowed to interrupt or argue.

Turns are taken until everyone has finished.

The adult is there to resolve the situation; to make sure that turns are taken; that they listen to each other and maintain their eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

More serious incidents are dealt with by the Senior management team who are available during every lunchtime - providing playground, hall and inclusion support.

### Dealing with misdemeanours

(see Appendix 1 - chart of Movement Through Behaviour Phases At St. Ignatius' Catholic Primary School)

Most aggravations occur within the classroom or when lining up or moving from one place to another. Our policy attempts to quantify the extent of these aggravations and to move through Phases of Behaviour providing appropriate sanctions as undesirable behaviour escalates.

**Behaviour** - within one lesson/session-

#### Phase 1

eg. wandering about, calling out, interrupting a teacher or other pupils, ignoring minor instructions

**Initially** - use a look, a gesture, a word, point to the class rules or move closer to encourage, **focus on work rather than commenting on misbehaviour** eg. "What's the next thing you need to do?"

## Rocket System

**1<sup>st</sup> Warning** - a warning is given that if the inappropriate behaviour continues the child's name will be moved down to "Check your engines" so that the focus is still on the keeping of the classroom/school rules rather than on the child.

**2<sup>nd</sup> Warning** - the child's name is put on "Check your engines" with a further reminder of the rules or instructions given and the implications of breaking the rule(s) one more time.

**3<sup>rd</sup> Warning** - the child's name is placed on "Houston we have a problem" and he/she moves onto Phase 2.

Children work hard all week to achieve a full golden time (GT) session on a Friday afternoon. If they move to 'check your engines' this is recorded and their choice of golden time activities can only be made after all children who have remained on 'green' have made their choice.

More disruptive behaviour:

Check your engines - warning

KS1 - 5 mins off GT

KS2 - 5 mins off GT

Further disruptive behaviour or more serious incident:

Houston we have a problem -

KS1 - No GT

KS2 - No GT

Choices:

If on Blasting off - first to choose

If on 'Check your engines' - children to choose after all other children who are on green

If on 'Houston we have a problem' - No GT

### Phase 2

This applies when a child has been given three warnings and behaviour becomes more serious. When a child becomes more disruptive, deliberately creates disturbances, generally refuses to follow instructions, is cheeky or makes off-hand comments, swears or provides minor challenges to authority, then -

- ❖ he/she will be moved to another room (if possible) and a member of staff will fill in the behaviour log kept outside the nurture room.

## **Behaviour Phases continued**

### Phase 3

St. Ignatius' Catholic Primary School

This applies when a child's behaviour becomes more serious eg. damaging school or another pupil's property; leaving class without permission; repeatedly refusing to do set tasks; more serious cheek; harmful and offensive name calling; fighting and/or intentional physical harm to other children; verbal abuse to any staff; serious challenge to authority; stealing, with knowledgeable intent; running out of school or throwing things so as to be dangerous.

Such behaviour requires

- ❖ the alerting of the Head or Deputy with an entry made into CPOMs.
- ❖ A phone call from the school informing the child's parents and asking them to come into school to discuss current behaviour with the Headteacher or Deputy or both.
- ❖ The child may be given a behaviour contract to outline the requirements of their behaviour in line with the school code of conduct.

#### **Phase 4**

This applies when a child's behaviour, in spite of all strategies employed, has become extremely serious eg. threatening safety of self or others; extreme danger or violence; very serious challenge to authority; verbal/physical abuse of any staff.

Such behaviour requires

- ❖ immediate exclusion
- ❖ a fixed term exclusion of up to 15 days.
- ❖ Possible permanent exclusion

**In implementing this policy we regularly ask pupils through school council and other means to discuss what our children have to say about behaviour.**

#### **What children don't like people doing in the playground:-**

- Being Bossy
- Calling Names
- Spoiling Games
- Bad Language
- Fighting
- Being left out of a game

- Backchatting teachers
- Kicking
- Not sharing equipment
- Telling tales
- Messing in the toilets
- Saying things about your family
- Being racist
- Teasing
- Taking bags
- Being distracted from your game
- Bullying
- Whispering
- Begging for food
- Children telling lies to get others into trouble
- Standing on plants and breaking trees
- Breaking school equipment
- Getting into trouble for something you've not done
- Rubbish on the playground
- Children in the wrong part of the playground
- Girls dancing on the football pitch
- Pulling funny faces
- Having only a small area to play in
- Throwing balls onto the roof deliberately
- Footballers' big space
- Kicking balls over the wall by accident and other children get angry

**What our children don't like others doing in class: -**

- Copying work
- Being noisy
- Fiddling with things
- Writing on tables
- Shouting out
- Saying horrid things about your work
- Scraping or banging chairs
- Not looking after work on the walls
- Stopping people from working
- Upsetting people
- Using other people's things without permission
- Talking when the teacher's talking
- Not showing respect
- Teasing

- Writing on other people's work or property
- Drawing on books
- Taking things and not returning them
- Kicking under the table
- Asking other people for answers
- Ignoring the teacher
- Disturbing others
- Not doing work
- Other children getting on your nerves
- Saying books are lost when they're really in the tray
- Eating
- Cheating
- Being silly
- Walking and wandering about without permission
- Children who waste time

**What our children expect from their teachers:-**

- To get work ready for us
- To order enough pencils
- To explain things properly
- To look after children
- To be fair
- To sort out problems
- To give up playtimes
- To mark work
- To keep children happy
- To reward good behaviour and good work
- To make sure children do their best
- To be firm
- To be calm
- To show respect
- To help us with work
- To listen when we have problems
- To have a sense of humour
- Not to shout
- To treat everyone equally
- To expect us to finish work
- To give us responsibility
- Not to let children mess about
- To give more housepoints
- To be fun

- Not to expect too much
- To give us harder work
- To let us talk
- To keep promises
- Not to let people get away with bad behaviour or bad work
- To give us a good education
- To order dinners

**What the teachers expect from the children:-**

- To show respect for everyone
- To do what they have been asked to do with the minimum amount of fuss and without sulking or moaning
- To try their best in all that they do
- To play fair
- To be polite
- To tell the truth
- To take an increased responsibility for the consequences of their behaviour as they mature
- To accept sanctions when they are deserved
- To be pleasant and friendly
- To work at not answering back, arguing or responding in an aggressive way
- To behave in a calm and orderly manner
- To take care of equipment belonging to others - school, friend or teacher
- To care about St. Ignatius' School and all who work and learn there
- To play their part in making St. Ignatius' School a happy and successful centre of the community

### No Blame Approach To Bullying

At St. Ignatius' School we understand bullying as "intimidating others by verbal or physical means."

In cases where we suspect that bullying can be identified, one strategy that we are using is The No Blame Approach. This concentrates on the feelings of the victim and adopts a group counselling approach:-

- i) The victim is interviewed and he/she is asked to tell the interviewer (teacher) how they feel or write about how they feel as a result of the incident.
- ii) A meeting is then set up with some of the victim's friends, some impartial children and the child suspected of using bullying tactics. The victim is not present at this meeting.
- iii) This group is presented with a scenario of what has taken place and asked to consider how the victim (this term is not used to describe the child) may feel about what is happening to him/her. The child who is suspected of using bullying tactics is not named but the victim is. The group is steered towards agreeing that the situation is wrong and are asked to suggest ways in which they can improve things. They should be encouraged to make suggestions as to how each member of the group can support the victim. A meeting should be arranged in approximately one week's time.
- iv) The next meeting includes the victim within the group. The victim should be asked about how they are currently feeling and how they may have been helped by the members of the group.

This approach has Government and LEA approval and has been found to be very effective with both primary and secondary pupils, focusing on the victim and improving his/her situation and feelings rather than giving attention to the child using bullying tactics. This approach may not work in all situations and other responses may be required.

#### The use of reasonable force

When managing behaviour there may be occasions when reasonable force has to be used to ensure the safety of the pupils in our care.

Reasonable force may be used to:

Remove disruptive children from the classroom where they have refused to follow an instruction to do so.

Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

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