

# St Ignatius Catholic Primary School

*“Achieving our best by learning together and serving one another with Christ by our side”*

## Behaviour Policy

*“Go set the world on fire.”*

Governors' committee responsible	Children & Learning
Staff member	H Murphy
Review period	Annually
Date policy accepted by Governing Body	Autumn 2025
Date for review	Autumn 2026

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## 1. Policy Statement

*“Not only ought you to continually love and cherish each other, but to communicate that love to all men.” - St Ignatius of Loyola*

As a Catholic School it is vital that every member of the school community feels included and supported, and that each person is valued, respected and treated well. We are a caring community, whose principles are built on Gospel Values, including integrity, love and forgiveness for all. As such, positive relationships underpin our approach to supporting children’s attitudes and behaviour.

This policy is designed to enable all members of the school community to love one another, by living and working together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. As part of a loving school, we have a duty to ensure that our children understand right from wrong, and that all are treated with dignity and respect. We talk about learning and serving throughout school life and what that might look like in our behaviours.

To love a person is to want the best for them and to want them to be the best person that they can be, the person that God calls them to be. Part of loving is to challenge each other, to have high expectations and to allow others to experience the consequences of their actions so that they can grow to be a light for the world. We believe that discipline should be delivered in partnership with opportunities for teaching and learning and consideration to any support needed for pastoral or learning difficulties.

We see this as a three-way partnership, with pupils, staff and parents all taking responsibility for their own actions. We believe it is vital to develop excellent relationships with all parents with the child at the heart of all decisions.

1. We expect children to try to behave (to the best of their ability) well at all times, and accept instruction and support from staff and parents to behave in a safe and positive way
2. We expect staff to model exemplary behaviour, be consistent and calm within clear boundaries and deliver consequences in tandem with any necessary support and teaching intervention
3. We expect parents to share the high behavioural expectations of the school, and work in partnership with staff at all levels to reinforce any consequences and teaching put into place

### **Aims of the Policy (Intent)**

- To make clear the school's approach to positive, respectful and excellent relationships within school
- To provide clear guidance for staff, children and parents on our expectations and how we will achieve them
- To provide clear guidance on rewards and sanctions
- To create and maintain a positive and calm school climate where effective learning can take place and all pupils can grow personally, socially, emotionally and academically
- To embed mutual respect between all members of the school community and ensure all learners are treated fairly, with reasonable adjustments for age and any additional needs

### **Implementation of the Policy**

To provide simple, practical procedures for staff and learners that:

- All staff will reinforce opportunities for positive relationships with children
- Promote self-esteem, resilience and self-discipline to support children's attitudes
- Adults will set consistent, clear boundaries in-line with this policy
- Adults will support appropriate attitudes and behaviour through modelling and positive interventions

### **Impact of the Policy**

- Positive relationships are embedded across the school
- Excellent attitudes and behaviour are embedded across the school
- Attitudes and behaviour that go above and beyond our expectations are recognised and celebrated
- Clear lines of communication and partnership with parents are established and have good impact for children

## **2. Behaviour Principles**

### **Whole School Community**

- The fundamental approach is a positive one, recognising good behaviour and positive, engaged behaviour for learning
- There is a whole-school approach to discipline with a clear process, delivered with support. Building strong relationships and positive attitudes
- Everyone has the right to be listened to, to feel valued and to feel safe. Everyone must be protected from abuse
- Every child has the right to learn, but no child has the right to disrupt the learning of others
- We will put in place early support for low-level and developing problems
- Where there are significant concerns over a child's behaviour, we will explain and share the strategies we use with parents, based on an active partnership to reinforce expectations and standards. Meetings will be held and a specific plan will be put in place. This will be reviewed regularly with both parents and children
- Strategies may be recorded in an Individual Behaviour Support Plan (IBSP) or, where there is a high level of concern and/or risk of exclusion, a Pastoral Support Plan
- We will seek advice and support from external agencies when appropriate

### **Children**

- Every child will try to behave to the best of their ability
- Children will be able to articulate the school 6 values and aim to live by them. They will also understand that there are specific sanctions when the values have been broken
- As stated in the UN Convention on the Rights of the Child (UNCRC), children have a right to be heard. At St Ignatius, children will have an input, have a voice and feel valued. (Pupil Voice meetings take place with the AHT every two)

### **All Staff**

- The primary responsibility is to develop a positive relationship and learning environment
- Meet and greet learners at the beginning of the day, where possible, with a smile and positive comment
- Ensure the safety and wellbeing of children and staff within the school are a high priority
- We will give all children a sense of personal responsibility for his/her own actions
- Effective systems will ensure high quality interaction with parents
- Consequences and discipline will be delivered calmly, respectfully and consistently, meeting the needs of the children, celebrating positive choices

## **Leadership Team**

The leadership team are not expected to deal with behaviour referrals in isolation. Rather they are to stand by staff to support, guide, model and show a unified consistency to the children. Pupils will take part in 'Restore and Reflect' with a member of the team but the class teacher will have the first responsibility for the behaviour of their classes. They will:

- Continue to explore the latest research and guidance on effective behaviour management and support of children with SEND or suffering from trauma or mental health difficulties. Such knowledge will be shared with staff through training to ensure the highest quality practice
- Ensure that the school's Behaviour Policy is being implemented effectively and consistently, supporting staff and children
- Be a visible presence around the school
- Regularly share and model good practice
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Support staff with managing learners who have more complex or entrenched negative behaviours
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Work closely with parents to ensure appropriate support and sanctions

## **Parents**

Parents will:

- Will work in partnership with the school and support the school's high expectations of behaviour
- Follow arrangements put in place by the school
- Will endeavour to be excellent role models for exemplary standards of behaviour
- Ensure their own behaviour is positive in front of children

### **3. School Values**

At St. Ignatius we believe that positive behaviour should be values driven. The values were created by pupils. Our six values that we ask everyone to uphold are:

- Respect
- Kindness
- Helpfulness
- Perseverance
- Honesty
- Inclusivity

These values are shared with the children each year and displayed in each classroom. Input on each of them is provided via assemblies especially at the beginning of the year where each class teacher is establishing the rules and routines for a new academic year. They are also woven into daily life at St. Ignatius 'as a way to live'. Dialogue between people within our community will use the term of 'living out our values'.

### **4. Systems to Support Positive Pupil Behaviour**

Every class will have a visual timetable displayed which enables all pupils to see the routine of the class day. This will be particularly helpful for some pupils with specific needs too. At times, it is appropriate for a child to leave the classroom to 'cool down' or have time away. This might be outside the classroom to work with limited distractions, time to walk around outside, time to complete a sensory circuit (present in each year group) or time in the sensory room. We aim to make things as bespoke as possible for pupils so that they can meet with success.

#### **Zones of Regulation**

At St. Ignatius, we recognise the importance of promoting positive mental health and emotional wellbeing for all our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation, we aim to teach our children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation are based around the use of four colours which help children self-identify how they're feeling and categorise it based on colour. The scheme also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in.

Additionally, the Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

### **Recognition and Reward**

Our emphasis is on rewards when children ‘live out’ our school values. We believe that rewards have a motivational role, helping children to see that good behaviour is preferred. The most common reward is praise, informal and formal, public, and private, to individuals and groups. Classes have rewards for behaviour and effort in work which will be shared with the children these include Class Dojo points.

### **Class DoJos**

Linked to positive behaviours for learning or for living one of our 6 values

- 50 = Bronze - Headteacher sticker and 5 mins extra play with a friend
- 100 = Silver - Headteacher sticker and 5 mins extra play with 2 friends
- 200 = Gold - Headteacher sticker and 5 mins extra play with 2 friends, plus **‘Excellent’** phone call home from Headteacher

Teachers may additionally give class points for keeping the class tidy and organised. Whole class rewards will be in the form of extra play.

Recognition of the following rewards are presented publicly during Celebration Assembly on a Friday:

Headteacher’s Award	Certificate, pencil and sticker
Maths Award	for one class weekly
Headteacher Lunch	at the end of every term
Ms Murphy’s ‘Whoop Whoop’	for any child who is living out the school values
Individual Pupil Reward Plans	are transparent and made in conjunction with home and school
Half Termly Value Badge	for living out values during the term
Rapid Reader	for one class weekly

## 5. The School's Response to Unacceptable Behaviour

We believe that the main purpose of a school's Behaviour Policy is to support a child's development of good behaviour rather than devising a system of punishment. All members of our school community are expected to promote positive behaviour choices and to teach the children that 'living out' our school values will ensure each member of our community is loved.

### **One size doesn't fit all**

As a school we understand that not every child, for whatever reason, may not be able to access and conform in the same way as their peers. We also understand that for some children sanctions e.g. restoring reflect may not be the right course of action. This is when we identify pupils who are regularly in restorative reflect and it is clear that this is not the right path for them to regulate their behaviour in a positive way.

Therefore, if a member of staff recognises a child is not making positive behaviour choices and 'living out' our school values then the following will happen:

- 1.If a child breaks one of the school values, then they receive a 1 from the teacher (non-verbal hand gesture). This gives them the opportunity to self-regulate and improve their behaviour
- 2.If the behaviour does not improve then they receive a 2 (non-verbal hand gesture) followed up at an appropriate time with a short conversation. The non-verbal gestures ensure the learning is not interrupted
- 3.If a child receives a 2 then some 'restore and reflect' time is required at the next break / lunch. This time will be utilised productively by children reading, completing tasks they haven't managed to complete in lessons and/or completing a reflection sheet. (See appendix 3)

Three key things will be discussed with a child, at an appropriate time, if they receive a 2:

**You have broken the value of...**  
**The impact of this was...**  
**What will you do next time...**

This same approach, excluding the non-verbal gestures, will be used at break and lunchtime with staff on duty.

**Restore and Reflect** is when a child has broken one of school values for a second time:

**School Values - *Respect, Kindness, Helpfulness, Perseverance, Honesty, Inclusivity***

	<b>EYFS</b> It might be felt that a short amount of time out in the class is more appropriate. This will be to the discretion of the EYFS team	<b>KS1</b>	<b>KS2</b>
<b>Lesson 1</b>	5 mins of break is missed. Pupil stays with an adult.	Miss 10 mins of break for R&R	Miss 10 mins of break for R&R
<b>Lesson 2</b>	5 mins of break is missed. Pupil stays with an adult.	Miss 10 mins of break for R&R	Miss 10 mins of break for R&R
<b>Lesson 3</b>	5 mins of break is missed. Pupil stays with an adult.	Miss 10 minutes of next day's break with R&R	Miss next day's break with R&R

Parents will be informed if there was a significant breach of the school values or several repeated incidents. This will be informally at first. This is because we feel it is important for parents and school to work in partnership, be kept abreast of how their child is behaving and, in most cases, enable a swift solution. The leadership team will identify if a pattern is appearing and seek first to have dialogue with both the pupil and teacher.

**Additional Needs**

We recognise children who have additional needs and living out our values is more difficult for them than others. For these children we do make allowances, which is suitable to their need and the safety of others. We understand that everyone is unique, and aspects of school life need to be tailored to them.

**Actions when Restore and Reflect is ineffective for a child.**

- Class teacher to speak to the child to identify with them, the reasons for their behaviours. This may open up a conversation about their reasons for breaking school values regularly. This may lead to some changes for the child in order to make progress
- The next step would be to meet with a member of the leadership team and parents for a further discussion about what the barriers to positive behaviour may be

### **Examples of other forms of sanctions where restore and reflect are not working.**

- Service to the school. This could be helping in the dinner hall, tidying school library, tidying book corners across the school, playing with the early years children and helping to set up for learning in the afternoon

### **Off-site visits or out of school**

Subject to the school's Behaviour Policy, a teacher may sanction a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school or misbehaviour at any time, whether the conditions above apply, that:
  - Impacting on the orderly running of the school
  - Posing a threat to another pupil or member of the public or
  - Adversely affecting the reputation of the school

### **Escalation**

In rare cases, severe or repeated behaviour concerns can be escalated to the next level and these guidelines are attached as Appendix 1.

Lunchtime breaks can sometimes be a time when pupils can find themselves not behaving to their best ability. Football and ball games can often be a source of this. See Appendix 1 for unacceptable behaviour on and off the football pitch/court.

### **Suspension and Permanent Exclusions**

A decision to suspend, either internally, for a fixed-period or permanently will only be considered when all alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension may be necessary.

If the Headteacher is considering suspension or permanent exclusion, they will follow the most recent guidance, inform the LA and ACAT Trust.

## **Multi-Agency Meetings**

In the rare instances that children reach a level of suspension it is possible they could be experiencing difficulties related to SEMH (Social, Emotional and Mental Health) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion.

Children with SEMH may be experiencing difficulties at home or may be living with medical conditions. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children.

Some of the options for supporting a child with SEMH include:

- Use of the Nurture Club at lunchtime
- Support from a Learning Support Assistant
- Adapting the curriculum
- Individually adapted rewards
- Temporary part-time timetables
- Access to support from Emotional Literacy Support Assistant (ELSA), School Play
- Therapist, Mental Health nurse or referrals to other outside agencies

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

## **6. Child-on-child Abuse**

All children have a right to attend school and learn in a safe environment.

All members of staff at St Ignatius recognise that children are capable of abusing other children. St Ignatius believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our Child Protection and Safeguarding Policy and in line with KCSiE (2024), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

St Ignatius recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying
- Physical abuse which can include; hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- 'Up skirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals

**In order to minimise the risk of child-on-child abuse, St Ignatius will:**

- Implement a robust behaviour and anti-bullying policy
- Provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- Provide a range of reporting processes including worry boxes /monsters and CPOMS

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **7. Restrictive Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will have received Positive Touch Training (Surrey), part of the MAPA programme of skills and approved training for Surrey Schools.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

### **Use of Force to Restrain Children**

Following Government and LA guidance, Education and Inspections Act 2006, staff will execute emergency restraint as a last resort to pupils who are:

- At risk of hurting themselves
- At risk of injuring other people
- At risk of injuring adults
- At risk of damaging school property

### **Reasonable Force**

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances, such as restraining a pupil to prevent injury to themselves or others.

'Reasonable in the circumstances' means using no more force than is required. As mentioned above, schools generally use force to control pupils and restrain them.

- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact, such as leading a pupil by the arm out of a classroom
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when a pupil is at risk of hurting themselves or others
- **School staff** should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

### **Who can use Reasonable Force?**

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Most staff at St Ignatius are Positive Option trained and especially where there is a child at risk of needing restraint. Reasonable force can also apply to people who the Head Teacher has temporarily put in charge of the pupils, such as unpaid volunteers or parents accompanying pupils on an organised school visit.

Any incidents of restraint must be logged on CPOMS and reported to parents.

### **8. Recording and Reporting of Behaviour**

On a termly basis the leadership team will collate all information and record on one log. This will be fed back to Governors and further actions put into place if required.

All behaviour incidents are logged onto the online reporting system CPOMS.

### **9. Understanding Mental Health and Associated Behaviours**

One member of the school staff has received training on Mental Health First Aid (Ms Murphy) and the school plan to train more staff. As a school we strive to support our families and children. We understand and are proactive in understanding the need for identification and support of emotional and social influences on our pupil's daily lives that can manifest in various behavioural forms. Our mental health lead and trained mental health first aider is Ms Murphy.

We also work closely with all professionals as required for support, training, and the flexible inclusion of pupil's needs. One service we work closely with is Child Adolescent and Mental Health (CAMHS) Team. They can sign-post us to appropriate support and training to best help our children. Worry boxes/monsters in every classroom give pupils a system to report their worries to the class teacher.

### **Transition**

We provide individual programmes of support as required and have well established transition procedures for entering and leaving the school, coordinated by the SENCO.

## **10. Working with Parents**

Parents will continue to be informed about the school's rules and expectations of behaviour through the Home/School Agreement and through updates in the School Newsletter. They are invited to discuss any issues or sanctions used in the school.

Through partnership with the school, parents should be encouraged to uphold the school values, make the children aware of appropriate behaviour in various situations and encourage children's respect of themselves and others.

At any stage, parents may be asked into school to be informed of our concerns and a common approach arranged between the home and school, to improve the situation.

Parents may be asked to pay for any loss or damage of or to any child's or school property, where this is because of their child's unacceptable behaviour.

## **11. Equal Opportunities**

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

## **12. Communicating the Policy**

A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from the School Office on request. All staff working in the school share responsibility for the welfare of pupils and are involved in their Positive Behaviour Management. It is their attitude to discipline which will establish the good staff/ pupil relationship. All staff must, therefore, help to create the conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment.

A copy of this Behaviour Policy will be available in the staff induction and yearly declaration. Learning Support Assistants, Early Career Teachers, temporary staff and all non-teaching personnel should be aware of this policy and be given guidance on how they should put it into practice.

### **13. Concerns with Implementation**

If anyone has concerns with how the policy is or is not implemented, please contact the class teacher in the first instance or if you feel the situation needs escalating then contact the deputy or headteacher immediately.

### **14. Review & Evaluation**

The Headteacher takes overall responsibility in deciding the standards of behaviour that are acceptable in the school; for the policy and its implementation; and for liaison with the Local Governing Committee and ACAT Trust and appropriate outside agencies.

This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

## Appendix 1: Behaviour Guidelines

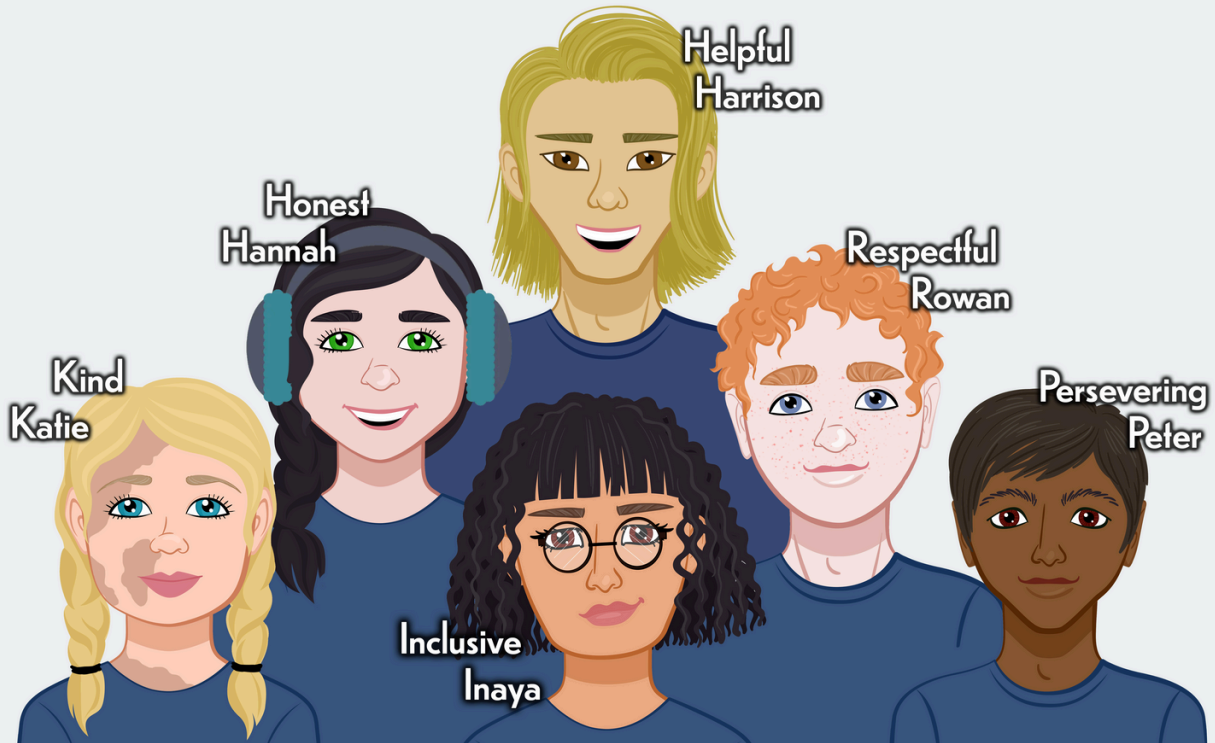
Stage	Behaviour	Consequences
1	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Initial refusal to complete a task</li> <li>• Initial disruption of the learning of others</li> <li>• Calling out</li> <li>• Interrupting when the others are talking</li> <li>• Ignoring minor instructions</li> <li>• Making inappropriate noises</li> <li>• Breaking a school value</li> </ul>	<ul style="list-style-type: none"> <li>• If behaviour continues after warning, a child has been shown a “2” for breaking the value they will spend time in Restore and Reflect. (See table on p.10 for arrangements by Key Stage).</li> </ul>
2	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Repeated refusal to complete a task</li> <li>• Repeated disruption of learning of others</li> <li>• Swearing</li> <li>• Unkind words or/ actions towards others</li> <li>• Initial incident related to games on the playground. (e.g. football)</li> <li>• Leaving class without permission</li> <li>• Persistent restore and reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Restore and reflect (this could take the form of service to the school)</li> <li>• Leadership to speak to class teacher to explore the pattern of behaviour and inform parents</li> <li>• Loss of privileges – 2 days off the playground at break and lunch, missing club sessions, not representing the school in sports teams</li> </ul>
3	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Deliberate challenge of authority and refusal to complete a task</li> <li>• Deliberately creating a disturbance (Repeated impact on whole class)</li> <li>• Deliberately throwing light objects</li> <li>• Initial use of discriminative language including but not limited to racist, sexist, or homophobic</li> <li>• Intentionally hurting someone through reckless behaviour likely to cause harm to self or others, or deliberately hurting – e.g. pinching, pushing, holding</li> <li>• Intentionally damaging school/pupils’ property (e.g. stationery)</li> <li>• Initial incident(s) of physical, verbal or cyber bullying</li> <li>• Repeatedly leaving classroom without permission</li> <li>• Repeated incidents related to games on the playground. (e.g. football)</li> <li>• Repeated breaking of school values</li> <li>• Misuse of social media</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour reflection sheet completed and signed off by a member of the leadership team. 2 days off the playground</li> <li>• Formal meeting with parents and member of Leadership</li> <li>• Advice from outside agencies and ACAT on support for positive behaviour, targets, strategies, and interventions</li> <li>• Service to the school</li> <li>• No football for half a term</li> <li>• Internal exclusion</li> </ul>

4	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Serious challenge to authority (e.g. refusing to carry out a sanction / refusing to follow instructions designed to keep self and others safe)</li> <li>• Throwing heavy / hard objects in a dangerous way</li> <li>• Deliberate / repeated discrimination including but not limited to racist, sexist, homophobic or use of sexual violence, harassment, sexting or up skirting</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Formal meeting with parents and member of Leadership</li> <li>• Advice and where appropriate, involvement from outside agencies and ACAT on support for positive behaviour, targets, strategies, and interventions</li> <li>• Individual support plans which may include short-term part-time attendances</li> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>
5	<ul style="list-style-type: none"> <li>• Deliberate behaviour which puts the child, other children or adults in danger of serious harm or causes intentional physical harm to other children and/or staff – e.g. punching, kicking, hair pulling, biting, hands on necks, aggressive wrestling</li> <li>• Deliberately causing permanent damage to school property (eg. graffiti, damage to fixtures and fittings). Stealing.</li> <li>• Sustained bullying – physical, verbal or cyberbullying</li> <li>• Deliberate leaving school boundaries</li> <li>• Verbal threats to harm others including racist, sexist, homophobic or discriminatory language or behaviour</li> <li>• Any use of a weapon or threat to use a weapon</li> </ul>	

## Appendix 2: Values Poster



St Ignatius Catholic Primary School  
"Achieving our best by learning together and serving one another"



### Appendix 3: Behaviour Reflection Sheet

<b>Name:</b>	<b>Class:</b>
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<b>Date:</b>	<b>Time:</b>	<b>Session:</b>	<b>Adult:</b>
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<b>Value broken: <i>(please tick)</i></b>	<b>Details of how it was broken</b>
Mission	
Respect	
Kindness	
Helpful	
Perseverance	
Honesty	
Inclusivity	

**My reflection on breaking this value**

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**My actions have made others feel**

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**I will make things better by**

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**Leadership sign off:** \_\_\_\_\_

**Next steps if required:** \_\_\_\_\_