

# Our Lady of Lourdes RC Primary School



An Academy School Part of  
The Good Shepherd Catholic Trust



## Behaviour Policy 2025

*Our Mission Statement:*

*We are a catholic school. We strive to be a sign of Christ's presence in the world.  
We follow Jesus.*

Date Approved by Governing Body:	7 <sup>th</sup> November 2025
Date To be Reviewed by:	Autumn 2026
Signed By:	Richard Sharman - Chair of Governors

Chestnut Drive, Wanstead, London E11 2TA  
Telephone 020 8989 9521 Email: [admin@ourladyoflourdes.redbridge.sch.uk](mailto:admin@ourladyoflourdes.redbridge.sch.uk)  
Headteacher: Mrs Ruth Boon BSC NPQH

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## Introduction

Our main objective when considering whole school behaviour is to maintain consistency and fairness for all. We do this by expecting all staff to use the strategies detailed in this policy consistently. Parental involvement with their child's behaviour is essential so that we can support families in dealing with inappropriate behaviour.

At Our Lady of Lourdes RC Primary School, we feel that effective behaviour management is a very high priority and always work in partnership with parents to support children's behaviour. The school ethos supports and promotes excellent behaviour, self-discipline and respect.

Our Lady of Lourdes Behaviour Policy adheres to the guidance outlined in Sections 88 and 89 of the Education and Inspections Act 2006 Act. We also adhere to our duty under Section 175 of the Education Act 2002 requiring that we make arrangements to ensure that we safeguard and promote the welfare of pupils.

At Our Lady of Lourdes RC Primary School, we view the management of behaviour as a whole school issue and our aims are:

- To provide a caring environment in school, where individuality is celebrated and everyone is respected
- To promote an active inclusive approach
- To promote good behaviour, self-discipline and respect
- To use positive re-enforcement strategies
- To regularly review the Behaviour Policy and ensure it is understood by all members of staff

We believe that:

- Every child has the right to learn and it is not acceptable for anyone else to disrupt their learning.
- Creating the correct ethos is essential to learning. Building relationships founded on trust and cooperation are extremely important and an integral part of school life; this includes parent/school relationships.
- All children follow the School and Class rules and treat each other how they would like to be treated themselves.
- There should be a consistent and fair approach to behaviour and expectations across the whole school.
- Children should be encouraged to develop increasing independence and self-disciplines so that they accept responsibility for their behaviour.
- The children will achieve their potential in academic, social and behavioural achievement.
- The children will accept responsibility for their own environment and develop pride in their surroundings.
- Parents are their child's primary carer/role model and have an active role to ensure their child's behaviour is appropriate.

## **Roles and Responsibilities**

Every member of staff is responsible for following the School Behaviour Policy.

The Headteacher ensures behaviour management is an ongoing focus with training and support. Specific staff members have received Positive Handling Training in order to support pupils and ensure the safety of all children.

## **Key Aspects**

In developing this policy, the Headteacher has considered the following aspects of school practice to be the key contributors to providing excellent school behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Positive behaviour strategies and the teaching of good learning behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies; and
9. Managing pupil transition.

## **Values**

Our School Values are:

Learning, Excellence, Respect, Community, Independence and Adventure.

These values are the thread that underpin our policies, our curriculum and the learning experience for every child.

We encourage the children to ensure they are always: -

- Telling and looking for the truth
- Respecting the rights of others
- Caring for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences

- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

## Unacceptable Behaviour

See Appendix 1

## Our Expectations

At the beginning of each school year and termly thereafter, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their agreed Class Rules so that they can be referred to throughout the year.

School focuses on a visual Traffic Light system as part of its 'Going for Gold' Approach. All children begin each day on Green and there is the opportunity to move to Gold for exemplary behaviour. Children are moved to Amber or Red after appropriate warnings but may move directly to Red if the incident is serious.

Pupils moving on to red receive an automatic **half sanction**.

## Sanctions- Year 2 to Year 6

A **full sanction** will be given in KS2 as a result of swearing, lying, fighting or other more major breach of our behaviour code. There will also be an immediate consequence if appropriate.

**Half sanctions** are given immediately as a result of lower-level incidents of unacceptable behaviour or repeated incidents of not following the relevant charters as detailed above. There will be an immediate consequence.

**In Year 3 to Year 6** If the pupil is moved to amber, then this results in a loss of 5 minutes of playtime. If they receive half a sanction, then they lose 15 minutes of their break or lunchtime.

After **3 full sanctions (2 full sanctions in KS1)** in any school term the pupil will be sent to the Phase Leader. The visit will be recorded by the teacher in the pupil's merit book. There will be appropriate consequences given.

## Rules

Within the school and each class there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff and children.

## Celebrating Achievement and Appropriate Behaviour

Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which pupils can develop an understanding of relationships with others and a sense of self-discipline.

## **Stars of the Week**

Children are given the opportunity to be recognised within the classroom weekly.

## **Merit Cards or Merit Books**

Merits will be a system of recognising pupil's efforts in trying to follow the behaviour code and demonstrating good learning behaviours in all areas of school life. Pupils will be awarded a merit, which will be entered into the pupil's merit card or merit book.

### **Reception, Year 1 and Year 2: Merit Cards**

The aim is for a child to get approximately 2-3 merit cards a year - 1 per term. Once they have 10 stickers on their merit card, they take their card to the Headteacher for a special sticker in the middle of the card. They can then take it home that day.

### **Year 3 to Year 6: Merit Books**

Pupils from Year 3 - Year 6 have behaviour books, where each merit is recorded.

**10 Merits** the Phase Leader will talk with the pupil and discuss their achievement.

**20 Merits** the Deputy Headteacher will talk with the pupil and praise their achievements.

**30 merits** the pupils will be given a Merit badge from the Headteacher.

## **Guardian Angels**

We invite our older pupils to be '**Guardian Angels**' where they demonstrate their leadership skills within the playground. They promote positive play with our younger pupils.

## **How to Encourage Positive Behaviour and Self-Discipline**

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff play a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

- Take responsibility for their actions,
- Know and understand the school rules and expectations within all the different areas of the school environment,
- Understand the boundaries that are set,
- Co-operate willingly with adults and other children.

All staff show awareness of the need to look beyond any behaviour and to investigate the root cause of it.

Children are given the opportunity to make amends and to understand the effects of their behaviour has on other individuals. This can go some way towards providing the motivation for change because it is effective and therefore more powerful.

### **Repeated Incidents, Bullying, Racial or Sexual Harassment**

If children are involved in incidents either as the instigating child/children or as the child being offended, staff must inform the Headteacher. Depending on the matter the Headteacher or Class Teacher will speak to the children to investigate the situation.

After investigation there may be a formal meeting with parents, where sanctions including developing a behaviour management programme and/or temporary exclusion to another phase may be discussed.

All incidents of verbal or physical abuse towards staff must be reported to the Headteacher. They will speak to the children and their parents/carers.

If a child's behaviour is such that a member of staff speaks with a child's parent and it is recorded.

### **Procedures or the Involvement of Outside Professionals**

When necessary, with the support of parents, we may need to involve outside agencies to support with behavioural difficulties. This may include the Educational Psychologist, Welfare Officer or Behaviour Specialist.

### **Exclusions**

As an inclusive school we have a commitment to the idea of not excluding pupils but trying to seek as many ways to keep the children in school.

An exclusion may be issued for a one-off offence even if the previous stages of this behaviour policy have not been followed if the behaviour is serious enough to warrant such a sanction. This may include (but is not limited to) the following:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Sexual assault or harassment
- Racist abuse
- Damage to school property or the property of others
- Breaches of our Acceptable Use of IT policy including using social media to target members of the school community or bring the school into disrepute
- Theft
- Inappropriate sharing of personal data relating to third parties
- Use, or threat of use, or possession of an offensive weapon or an item that can be used to harm others. This includes objects such as:
  - Firearm of any description including a toy or replica.
  - Knives including pocket or craft knives.
  - Aerosols, lighters or matches.

- Laser pens
- Screwdrivers, chisels or any tool that can be used to harm others.
- Razor, items containing a razor blade or blades

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

A permanent exclusion is only to be issued in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as other pupils or staff.

### **Challenging Behaviour as a means of communication**

It is Our Lady of Lourdes RC Primary School's policy to promote the inclusion of pupils with Special Educational Needs into our school. All children with Special Needs are fully included into the curriculum and life of the school.

We are fully aware of the nature of children's individual needs and the value of a whole child approach to their learning and management.

### **Positive Handling Procedures**

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff that can use positive handling strategies to handle the child in a safe way.

Before physical intervention is used other strategies must be used to try to defuse the situation first, positive handling is only used when absolutely necessary.

The safety of all children is paramount at all times. All staff are aware of the regulations regarding the use of force by teachers as set out by the DFE. Teachers at Our Lady of Lourdes will only intervene physically to restrain a child if they are in danger of hurt themselves and /or others. Any action we take will be in line with Government guidelines.

All incidents must be recorded in the Restraint Record. Parents/Carers will be informed of the incident and informed that a member of staff has had to use physical intervention to ensure the safety of their child and others involved. This will be as soon as possible after the event and it will be logged in the school's bound and numbered behaviour log.

### **Bullying**

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others (repeatedly). It can involve physical, verbal or psychological violence.

Bullying can be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. Bullying can be physical, verbal, emotional or on-line.

Staff, children and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to help and support. Children are encouraged and supported to speak out and challenge bullies, who rely on power and domination. They are encouraged to tell and supported to know that things will change once they take this step.

All Classes have a Worry Box for the children to use.

### **Positive Work to Prevent Bullying**

School takes part in the National Anti-bullying week and during this time there are assemblies and discussions about respect and inclusion. Restorative approaches are utilised to build empathy and visual displays focus on promoting kindness, respect and safety. Children are given consistent messages about what bullying is and are reminded to tell and not accept any form of bullying. Positive relationships are visited periodically through the direct and discreet curriculum.

Children are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through Relationships and Health Education and R.E. lessons where they explore a range of issues.

E-Safety is taught throughout the year through our direct curriculum for example ICT and Relationship and Health Education. The use of technology is supervised in school and there is a filtering system in place to ensure that pupils remain safe at all times. We also support parents with periodic advice about keeping safe on line and belong to National On-Line Safety.

Our curriculum celebrates diversity through stories, assemblies, reading, discussions, debating to name but a few. Staff challenge all discriminatory language immediately and there are clear reporting and recording processes in place. Parents are always informed.

Violence in any form is unacceptable at Our Lady of Lourdes RC Primary School. Children are encouraged to speak out and told not to hit back. All children are aware of the need not to retaliate but to seek help.

Any violence directed at an adult in school may result in exclusion. School has a duty to protect the children & also has a duty to its staff to ensure their safety.

Parents are expected to comply with this policy and when they attend meetings to discuss these issues they will be required to comply. Incidents will be dealt with by the Senior Leadership Team and parents consulted. Our Lady of Lourdes RC Primary School reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

### **Dealing with Incidents**

Our approach at Our Lady of Lourdes RC Primary School is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the bully can be helped to accept responsibility and express concern for the victim. The bully may be showing this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

### **Procedure for Dealing with Incidents**

Staff must be alert to any incidents of bullying and follow the procedure for reporting and recording incidents:

- All incidents of bullying must be passed on to the Deputy Headteacher or Headteacher who will manage the situation.
- The person that is initially involved will either investigate the incident or pass it on to another member of Senior Leadership who will investigate. They will make detailed notes of the incident and investigation.
- The victim is informed of the procedure and reassured about the process, as well as, praised for reporting it.
- The investigator gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and consult staff on duty at the time. There could be a delay while this takes place, this should be explained to all parties.
- The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all parties, including relevant staff and parents of bullies and bullied. A full explanation must be given for unjustified, as well as justified, complaints.
- The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. Sanctions can involve a progressive withdrawal from school activities, e.g. from lunch time, and may lead ultimately to exclusion.
- Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.

- All incidents of bullying are recorded in line with school procedures.
- School also monitors through regular check ins to ensure that any bullying has stopped and all parties feel safe.

### **Racial, Homophobic and Sexual Harassment**

At Our Lady of Lourdes RC School, we know that we play a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to all forms of violence and/or harassment.

This will be underpinned by:

- Our Behaviour Policy
- Our pastoral support system
- Our Relationship and Health Education planned curriculum, which also includes online safety

Staff, children and parents/carers are aware that it is the school's policy that racial, homophobic or sexual harassment of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of racial, homophobic or sexual harassment.

### **Harassment**

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report).

Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

- All incidents of harassment must be passed on to the Headteacher who will manage the situation.
- Racial harassment incidents are reported to the education department on an annual basis.
- All incidents of harassment are recorded.
- Parents/carers will be informed of the strategies used by the school to deal with that situation. Staff must act and be seen to act firmly against harassment of any kind, wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a

secure environment where everyone can develop his or her skills and practice.

### **Parents/Carers**

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community.

For the school policy to be effective, parents/carers need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Staff will share management strategies with parents for use in the home if requested. Parental involvement is an integral part of the school's ethos.

Staff encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Any behaviour contracts and management programmes will be drawn up in partnership with parents/carers as well as children.

Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home.

Staff recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

Staff at Our Lady of Lourdes recognise the value of positive reinforcement strategies and rewards-based systems and encourage parents to use these strategies at home.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task</li> <li>• Distracting others</li> <li>• Dropping litter</li> <li>• Not allowing other to join in games</li> <li>• Not handing in homework</li> <li>• Calling out in class</li> <li>• Not listening to the teacher</li> <li>• Being unkind</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent stage 1 misbehaviour</li> <li>• Being disrespectful</li> <li>• Not accepting instructions</li> <li>• Not completing homework tasks</li> <li>• Pushing in line</li> <li>• Swinging on chairs</li> <li>• Disrespectful language to another child</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 2 misbehaviour</li> <li>• Spreading hurtful rumours</li> <li>• Telling lies</li> <li>• Swearing</li> <li>• Minor deliberate damage to another child's or school property</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 3 misbehaviour</li> <li>• Stealing</li> <li>• Verbal abuse</li> <li>• Loss of temper</li> <li>• Physical violence</li> <li>• Significant deliberate damage of another child's or school property</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 4 misbehaviour</li> <li>• Vandalism</li> <li>• Physical violence of a child or adult, resulting in actual bodily harm</li> <li>• Inappropriate internet use that names individual peers or members of staff or comments about a person / school that are disrespectful</li> <li>• Bringing a weapon or an object that can be used as a weapon in school.</li> </ul>
<b>Consequence</b>	<b>Consequence</b>	<b>Consequence</b>	<b>Consequence</b>	<b>Consequence</b>
<ul style="list-style-type: none"> <li>• Reminder of Respecting Rights</li> <li>• Moving on the Traffic Lights</li> <li>• Missing part of break</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of part of playtime in class supervision</li> <li>• 1-to-1 interview with class teacher</li> <li>• Sanction</li> </ul>	<ul style="list-style-type: none"> <li>• Playtime detention</li> <li>• Teacher will meet/call parent/carer to informally discuss child's behaviour</li> <li>• Behaviour logged on O'Track</li> <li>• Referral to Pastoral Lead for monitoring and/or Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Playtime detention(s)</li> <li>• Teacher and Pastoral Leader to meet formally with parent/carer to discuss child's behaviour</li> <li>• Behaviour chart linking home and school</li> <li>• Headteacher to interview child</li> <li>• Behaviour Tracking updated</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher will meet formally with parent/carer to discuss child's actions and how best to meet the child's needs</li> <li>• ABC Incident forms to be kept for every incident and shred with parents</li> <li>• Referral to SENDCo and / or Behaviour Team</li> <li>• Lunchtime exclusion</li> <li>• Fixed Term exclusion</li> <li>• Permanent exclusion</li> </ul>