

Our Lady of Lourdes RC Primary School



**An Academy School Part of
The Good Shepherd Catholic Trust**



Behaviour Policy 2026

Our Mission Statement:

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

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Date To be Reviewed by:	Autumn 2027
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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 promote good behaviour, self-discipline and respect
- To use positive re-enforcement strategies
- To provide a caring environment in school, where individuality is celebrated and everyone is respected
- To promote an active inclusive approach
- 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 Values 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.
- When wearing school uniform in public places, they must follow the School Values.

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 RESTARTs;
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.
10. Promotes the UNICEF Rights and Respecting Charter as a Rights and Respecting School.

Our School Values

Our Mission Statement is: ***We follow Jesus***

This underpins our Cultural Eco System and School Values of:

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
- Respecting and celebrating 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
- Understanding their responsibility in upholding the UNICEF Rights and Respecting Charter.

Our Expectations

At the beginning of each school year and termly thereafter, whole school expectations and the School Values and classroom rules are shared in assemblies and in individual classrooms. The School Values are clearly displayed in every classroom and referred to through our direct and discreet curriculum. Each class displays their agreed Class Rules, so that they can be referred to throughout the year.

How We 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. Our Relationship and Health Curriculum further supports this teaching, alongside our work around the Growth Mindset characteristics.

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.
- Know and understand what their responsibility is in upholding the UNICEF Rights and Respecting Charter.

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.

See Appendix 1

Celebrating Achievement and Appropriate Behaviour

Recognising, sharing and celebrating progress and 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 - Nursery to Year 6

Pupils are given the weekly opportunity to be recognised within the classroom. These weekly certificates celebrate pupils showing exemplary behaviour that reflects our School Values or our Growth Mindset Characteristics.

Merit Cards

Merits are a system of recognising pupil's efforts in following the School Values and demonstrating positive learning behaviours in all areas of school life.

Merit Cards- Reception

Pupils will be awarded a merit, which will be entered on to the pupil's merit card. The aim is for a child to get approximately 20 or 30 merit stickers a year i.e. approximately 10 per term.

Once the pupils have 10 merits 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.

Merit Cards: Year 1 to Year 6

KS1 pupils will be awarded a merit sticker, which will be placed onto the pupil's merit card. The aim is for a child to get approximately 20 or 30 merits a year i.e. approximately 10 per term.

KS2 pupils will be awarded a merit, which will be entered into the pupil's merit booklet. The aim is for a child to get approximately 20 or 30 merits a year i.e. approximately 10 per term.

10 Merits the Phase Leader will talk with the pupil and praise their achievements.

20 Merits the Deputy Headteacher will talk with the pupil and discuss and celebrate their achievement.

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

Roles of Responsibilities

We have many roles of responsibilities around the school to promote positive behaviour, individual growth and community awareness. Such roles include School Ambassadors (Year 2 to Year 6), Community Leaders and Eco-Leaders.

Class Rules

Alongside our School Values, there are classroom rules within each class that relate to the school's expectations. These classroom rules are written together by the children and staff at the start of the school year and reviewed as the year progresses.

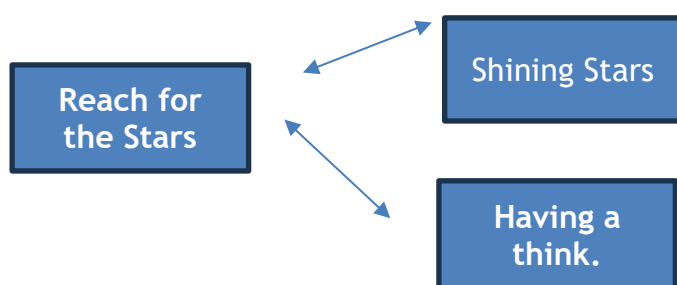
EYFS Nursery and Reception Behaviour System

Reach for the Stars - Reception and Nursery

All pupils start each day with the caption 'Reach for the Stars'. When a pupil shows exemplary behaviour that reflects the school values, they will be moved to the 'Shining Star'. If they show behaviour that is not in line with our School Values or classroom rules, they may move their name to the 'Having a think' area. All pupils have the opportunity to improve their behaviour and return to the 'Reach for the Stars' before the end of the day if they are able to.

If the pupil has not been able to change their behaviour during the day, in order to reflect the class rules and School Values, they will miss 5 minutes of their break time within their own classroom setting. If the behaviour is deemed unacceptable and the pupil will need reflection time, they will miss 5 minutes of their break time with the EYFS Leader. The parents will be informed of this reflection that day, or as close to the incident as possible. If such behaviour continues a formal meeting between the parents, class teacher and EYFS Leader will be arranged.

If such behaviour continues, or an incident occurs from APPENDIX 1, then a Concern Meeting will be called with the parents, EYFS Leader and SLT.



Year 1 to Year 6 Behaviour System

See Appendix 1

Green, Silver and Gold - Years 1 to Years 6

All pupils will start on 'green' at the beginning of every day. When any pupil shows behaviour is exemplary in reflecting our School Values or our Growth Mindset characteristics, they will be moved to 'silver'. If they in turn, shows additional excellent behaviour they will be moved to 'gold'.

Verbal Warnings (Orange Refocus)

If a pupil displays behaviour that is not in line with our School Values or the class rules, they will be given a verbal warning. This verbal warning will reinforce the behaviour that the pupil is expected to show.

Red RESET

If the undesired behaviour continues, the teacher will issue another verbal warning and record this on the Class Behaviour Log. The teacher may keep the pupil in at

break or lunchtime to discuss their behaviour or for the pupil to complete their task. During this time, the pupil will reflect on their behaviour with the teacher and discuss the 'reset' that is needed for them.

If this behaviour continues i.e. the pupil shows disregard for our School Values, the teacher will issue a 'RESTART'.

RESTARTs

A RESTART will take place during lunch time with the pupil and Phase Leader. The pupil will complete a reflection sheet during this time. The RESTART will be approximately 10 minutes for KS1 pupils and 20 minutes for KS2 pupils. The class teacher will inform the parents that evening, or as close to the incident as possible. The parents will be required to read and complete the RESTART Parent Letter. They will also be asked to discuss the School Value/s the pupil disregarded.

It may be deemed necessary that the pupil will miss additional time outside the staffroom at lunchtime as part of their consequence when a rule has been broken. This will be decided on a case-by-case basis.

The aim of the RESTART is for the pupil, with their Phase Leader, to reflect on their behaviour and how to address their behaviour, returning back fully to the expectations of our School Values.

A Concern Meeting

If a pupil has attended two RESTARTs with their Phase Leader in any half term, a Concern Meeting will be arranged between the parents, class teacher, Phase Leader and Pastoral Lead.

Automatic RESTART

This RESTART will take place if the pupil has used behaviour (physical, verbal or cyber) that does not show our School Values. The parents will be informed of this incident at the end of the day.

Urgent Concern Meeting

An urgent Concern Meeting will take place if unacceptable behaviour continues or behaviour that is deemed severe to consider a fixed or permanent exclusion occurs. This meeting will be between the parents, Phase Leader/ Pastoral Leader and a member of the School Leadership Team.

Procedures or the Involvement of Outside Professionals

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

Behaviour outside of School

Any behaviour that is deemed to bring the school into disrepute, such as defamation of the school, its staff and/or its pupils will not be tolerated. This may be deemed an incident that will lead to an exclusion. Should pupils participate in social media conversations or publish social media posts which cause upset to members of the school community or bring the school into disrepute, the school will take appropriate action. This may include the use of fixed term suspension where behaviour causes harm to others, damages relationships within the school community, or undermines the values and expectations of the school. These expectations apply even when the behaviour occurs outside the school day or during holiday periods. In extreme cases, where posts involve harassment, threats, intimidation, or other serious misconduct, the school will contact the police.

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 (in person or on-line)
- Verbal abuse or threatening behaviour against an adult (in person or on-line)
- 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. Parents will always be informed of any such intervention.

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 will 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.

Positive Work to Prevent Bullying and Discrimination of any form.

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 (online and in-person). Positive relationships are visited periodically through the direct and discreet curriculum. Through our Relationships and Health Curriculum they learn about different stereotypes and how to safely stand up against any forms of discrimination.

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.

Internet 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, is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the perpetrator can be helped to accept responsibility and express concern for the victim. They 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 perpetrator access help/support if they are having problems at home?

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.

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 Monster/Box for the children to use.

Procedure for Dealing with Bullying 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 Headteacher who will oversee the situation.
- All incidents of bullying 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.

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.

'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, homophobic or sexual harassment and follow the procedure for reporting and recording incidents:

- All incidents of harassment must be passed on to the Headteacher who will oversee 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.

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 class teacher, or Headteacher, will speak to the children to investigate the situation.

After investigation there may be a formal meeting with parents, where a **RESTART**, 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. A meeting between the school and parents will take place.

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 Primary School recognise the value of positive reinforcement strategies and rewards-based systems and encourage parents to use these strategies at home.

Stage	Actions	Behaviour Examples <i>This includes behaviour inside or outside the classroom.</i>	Consequence / Year Group
Stage 1 - Orange Focus	Misbehaviour that does not reflect the School Values, our RRS Class Charter or our Class Rules.	Examples from Stage 1 and 2 include, note this is not an exhaustive list: - Being disrespectful - Interrupting the lesson - Not on task - Distracting others - Calling out in class - Not listening to the teacher/ adult - Not accepting instructions - Not completing homework tasks - Being unkind verbally and nonverbally - Not allowing others to join in games - Dropping litter - Not lining up correctly	EYFS, KS1 and KS2 - Verbal Warning - Reminder of the School Values, RRS or Class Rules.
Stage 2 - Red Reset	Persistent misbehaviour behaviour from Stage 1 (Orange Focus)		EYFS, KS1 and KS2 - The warning is recorded on the Class Behavioural Log. - Missing part of their break. 1-to-1 discussion with class teacher.
Stage 3 - RESTART	Persistent misbehaviour behaviour from Stage 2 (Red Reset)	Examples include, note this is not an exhaustive list: - Repeatedly not following instructions. - Disrespectful language to another child or adult. - Spreading hurtful rumours - in-person or online. - Telling lies - Inappropriate language. - Loss of temper. - Minor deliberate damage to another child's or school property - Inappropriate behaviour in the playground.	EYFS - The warning is recorded on the Class Behavioural Log. - Teacher will meet/call parent/carer to discuss child's behaviour. - Missing part of their break with EYFS Leader. KS1 and KS2 - The warning is recorded on the Class Behavioural Log. - Teacher will meet/call parent/carer to discuss the School Values. - RESTART will take place at lunch time at 12:55pm. Approx. 10 mins for KS1 and 20 mins for KS2. - Pupil will fill out a RESTART reflection sheet to outline which School Value they disregarded. - Possible referral to Pastoral Lead for monitoring and/or Intervention.
A pupil may receive a RESTART before Stage 1 and Stage 2 if the behaviour (physical, verbal or cyber) or incident does not show our School Values.			
Stage 4 - RESTART/ CONCERN Meeting	Persistent misbehaviour behaviour from Stage 3 (RESTART) Or an automatic RESTART/CONCERN Meeting is called.	Examples include, but this is not an exhaustive list: - Stealing. - Verbal abuse. - Loss of temper. - Physical violence. - Significant deliberate damage of another child's or school property. - Persistent Bullying.	If 2 RESTARTs occur in a half-term or <u>when the Phase Leader deems necessary a CONCERN Meeting</u> will be scheduled. - All CONCERN Meetings are formal meetings that will take place between the parent/s, class teacher and Phase Leader. - A RESTART will take place at lunch time for the pupil to reflect on the behaviour. - Behaviour chart linking home and school. - Referral to Pastoral Lead for monitoring and/or Intervention. - Headteacher to interview child.
Stage 5 - Urgent CONCERN Meeting	Persistent misbehaviour behaviour after RESTART/CONCERN Meeting/s. Or an <u>automatic</u> Urgent Concern Meeting is called due to the nature of the behaviour/incident.	Examples include, but this is not an exhaustive list: - Persistent Bullying. - Discrimination in any form. - Verbal abuse. - Physical violence of a child, or adult, resulting in actual bodily harm. - Vandalism - Inappropriate internet use that names individual peers, or members of staff, or comments about a person / school that are disrespectful or that brings the school into disrepute. - Bringing a weapon or an object that can be used as a weapon in school.	- If unacceptable behaviour continues another CONCERN Meeting will take place between the parent/s and a member of the SLT. OR - If the behaviour is deemed severe to consider a fixed or permanent exclusion, then the meeting will be between the parent/s, Phase Leader and SLT. - Referral to SENDCo and / or Behaviour Team if appropriate. - Possible internal exclusion. - Possible Fixed Term exclusion. - Possible Permanent exclusion.
This meeting may bypass all the above stages depending on the nature of the incident.			

