



Our Lady of Lourdes Catholic Primary School

Behaviour Policy

Reviewed June 2020



Our Lady of Lourdes Catholic Primary School Behaviour Policy

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RATIONALE

The beliefs underlying this behaviour policy, and the practices developed from it, are firmly underpinned by our school Mission Statement (see front page) and guidance from Public Health England around effective measures to help deal with the Covid-19 crisis. In undertaking this policy, we establish our behaviours as staff in the understanding that behaviours in children are based in the need to communicate and that in times of extreme trauma, such as during the Covid-19 crisis, these behaviours may be challenging. We're also aware that the extent of the pandemic on our children, staff and community may not be known for some time.

All adults involved with the development of the children in our care are therefore called to work together to create an environment and ethos where the children are encouraged to respect themselves, others and our environment and are kept safe. As the children move through the school they take these responsibilities as well, appropriate to their stage, development and understanding.

It is important to note the children will learn much of this from our relationships with them, each other and the environment.

AIMS

- To create an environment where the risks of Covid -19 to both staff, children and visitors is extremely low or non-existent.
- To create a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help children (and colleagues) develop a sense of worth, identity and achievement.
- To help all children to become self disciplined and able to accept responsibility for their own actions.
- To develop in all children the ability to listen to others; cooperate and to tolerate other ways of thinking and behaving.

These aims are to be achieved through a school behaviour policy *clearly* and *consistently* based on rules, rewards and sanctions as well as powerful positive role modelling.

WHOLE SCHOOL RULES

Classroom:

All classrooms display and operate the school classroom rules.

Golden Rules:

- We will be kind and gentle
- We will listen carefully
- We will work hard and not disturb others
- We will be helpful
- We will be honest
- We will look after all property
- We will treat everyone with respect

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- We will observe social distancing at the recommended distance at all times.

Playground Rules:

- We will look after each other and play safely; keeping social distance from others.
- We will follow instructions straight away
- We will show respect for people, property and the environment
- We will ask children on their own to join in with our games
- We will say sorry if we hurt or bump into anyone by accident
- We will stop and stand still when we hear the bell or whistle
- We will take care of our equipment
- We will stay outside during the whole play time

(NB – children must not be in the Reception cloakroom unless they have a letter from parents saying that they need to stay in. In this instance, they can take one friend with them. Class teachers must not give permission for children to sit in this area unless they have a break or sprain. If children are unwell, they must go to the Office and may be sent home. Children must not be allowed back into the classroom during playtimes. No child should be upstairs or in between the main stairs and the Year 1 stairs)

- Anyone in the main building during breaktime or lunchtime must be wearing a band from outside.

Lining up before school and after play / lunch times and the end of the day

- Children will observe social distancing by using the markers on the path and carpark in order to line up.
- Children will move into the building only when invited and will use the hand sanitiser before being met by their class teacher and taken to their classroom.
- Children will eat, play and socialise within their separate 'bubbles' and with the designated staff. At the end of play, they will line up using social distancing and be led inside by their bubble leader.
- At the end of the day, children are released to parents and carers maintaining social distancing throughout.

General Safety around the School

- We will observe social distancing at all times.
- Children and staff will observe guidance on handwashing throughout the day as specified by their bubble leader.
- The children will keep to the left in the corridors and on the stairs
- The children will walk in single file
- The children will always walk quietly in school
- The children will tuck their shirts in when in the school building
- The children will listen to the corridor monitors when they ask them to walk quietly and tuck our shirts in
- Doors will be propped open to allow for easy access without using door handles.
- The children will greet others politely (with a smile or a hello)
- The children will put litter in bins, using bins with lids.
- The children will not eat gum or sweets or bring in bottles

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- The children will not play in the toilet areas
- Before playtime, the children will collect coats quickly and go straight out to play, observing social distancing throughout.

Dining Room

- The children will walk in and queue quietly; observing distancing guidance (the teacher will bring the whole class into the hall if having first lunch)
- The children will leave coats and toys in the cloakroom
- The children will sit where we are instructed
- The children will speak quietly to all adults and each other
- The children will be well mannered while we eat
- The children will clear up any mess we make
- The children will respect the MDSAs

Wet Play/Lunchtime

Display in classroom

- The children will stay in the classroom and maintain their distance from others.
- The children will engage in quiet and safe activity (no computers or scissors) and no sharing of resources.
- The children will make sure the classroom door is open
- The children will be polite and respectful to the adults/prefects working with them

Teachers regularly discuss rules with the children and they often feature in assemblies and newsletters. These are 'common sense' rules. New rules (often temporary) may be added from time to time in response to new circumstances (e.g. playground crazes!)

REWARDING POSITIVE BEHAVIOUR and REINFORCING COVID SAFE STRATEGIES:

We are strongly committed to rewarding positive behaviour, especially that which clearly shows a commitment to the Mission Statement, ethos, Golden Rules AND Covid Guidance. This is essentially about children respecting themselves, others and the environment. This emphasis upon reward is not only a way of boosting self-esteem but it has been clearly proven to marginalise poor behaviours.

How do we reward those children who show they have responded?

- **Verbal/non verbal praise**

The most powerful form of praise is simply RECOGNITION. A kind word, smile, gesture (e.g. thumbs up) are the most important ways of helping to promote positive behaviours as well as nurturing self esteem and self belief. We aim to make our praise specific whenever possible in order to make the child clear about why his/her behaviour is positive.

E.g. rather than 'good boy' we might say 'I was really proud of the way you helped Johnny in the playground'

- **Housepoints**

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Each child in the school is a member of one of the school houses: Mowgli, Shere Khan, Baloo and Bagheera.

Housepoints can be given for any positive behaviour and recorded on the class Housepoint chart. Only 1 or 2 housepoints should be given out at a time in order to keep them special. Year 6 will collect totals each week and the winning house will be recognised in the weekly celebration assembly, a cup will be placed on the Housepoint shield to show this. Overall points scored and the winning House will be displayed in the hall. Every term the winning house will be rewarded with an extra play and snack.

- **Stickers**

Some class teachers like to further encourage individuals through the use of class stickers or stamps. This tends to be more useful in the Reception and Key stage 1 classes.

- **Individual rewards**

Individual teacher reward systems must tie in with house point rewards e.g. if giving a table point, the child automatically also receives a house point, similarly if a child has an individual reward chart.

- **Other Rewards – public recognition and celebration**

- **Star Award** – Two children per class will be awarded a Star Award on a weekly basis. It is expected that each child will have received this at least once during the course of the year. Staff are expected to keep a record to ensure that all children have received at least one award by the end of the academic year. The child receives a Star Award certificate to take home and badge to wear for the week. The child's name will also appear in the school weekly newsletter.
- **Headteacher Praise for Effort** – Any child who needs/deserves a special extra boost can be sent to the Headteacher. Names of these children will often be added to the weekly newsletter.
- **Good to be Gold** – Children who have been on gold for the whole term will be rewarded with an extra play and a snack. Teachers must keep a record of these children. The focus is rewarding children who consistently demonstrate excellent behaviour.
- **Golden Rules** – Where children are seen to exemplify the Golden Rules in class teachers/TAs will give the child a token to place in a special pot or jar in their classroom. When the special jar is full the children will be rewarded with a short period of time e.g. 20 minutes and an activity the class have agreed together. If a child is seen to be exemplifying the Golden Rules around the school or outside by an adult they may be rewarded with a Star token which they can exchange for a token in their class. The stars will then be sent back to the office to be given out the following week.

SANCTIONS

Our behaviour policy is based on 'lots of praise'! However, there will be times when children will challenge school expectations – it is part of growing up and testing boundaries.

When children deliberately break the school rules, there needs to be a consistent application of sanctions. It must be noted that, as a school, we are committed to the education of the children.

Children need to understand why they are being sanctioned, what rule was broken and the impact

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this has on an individual and the school community. Our aim is that children will make the 'right choice' in future situations.

In addressing children that break rules, and issuing sanctions, the adult dealing with this will always use Restorative Justice strategies to resolve the situation.

Restorative Justice (RJ)

Restorative Justice offers a more sustainable and respectful alternative to dealing with challenging behaviour, whilst creating a culture of connectivity and care, where all members of the school community can thrive. All staff adults and children have been trained in RJ and supported by SLT. Staff know when RJ is to be used with regard to the situation and the child (ren)'s state of mind. Regular pupil conferencing will ensure that RJ continues to be used well and will be reviewed as and when necessary.

Responding to those harmed – these questions are to be used as a basis for RJ (but adults will judge which and how as appropriate to the situation)

- What happened?
- What did you think/feel at the time?
- What do you think/feel now?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Responding to challenging behaviour

- What happened?
- What did you think/feel at the time?
- What do you think/feel now?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?

Children with SEN

Children with SEN do not always have the cognitive ability to deal with behavioural issues. This policy acknowledges inclusion but boundaries need to be applied where appropriate to the child's needs.

Classroom:

All classes and teachers are using the same behaviour management sanction system following the Behaviour Policy. The school also recognises that some teachers/classes operate their own reward systems, which will have been discussed with SLT.

A child may miss 25 minutes Time Out at lunchtime for more serious rule breaking, on the day that the incident occurred allowing the child to return the next day/session with a fresh start. When a child

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is sent to Time Out at lunch time this is an opportunity for the behaviour reflection sheet to be completed (Appendix 6).

If a specific Golden/ Classroom Rule is broken or Social Distancing Rules have been deliberately broken:

- Initially, a verbal warning is given; identifying which Golden Rule/ Classroom Rules is being broken.
- If this continues throughout the session, the child will be given another verbal warning.
- If a child continues to break the rules, upon the third warning, they will spend an agreed period of time in a parallel class with work to allow for self-reflection. The class adult will then follow up this sanction with an appropriate delivery of Restorative Justice allowing for a positive outcome.
- Should children misbehave in this way, class teachers will phone home to let cares know.
- For serious behaviour incidences, e.g. physical harm of another, wilful and deliberate disobedience that compromises safety, the child will go directly to a member of SLT to discuss the issue. SLT will administer RJ when appropriate and decide on the best course of action. This could be a meeting with parents/carers and the child, a behaviour plan and/or support in school from an outside agency. Parents/carers will be informed by the class teacher or a member of SLT.
- *PLEASE NOTE:*
- *Punishment of a whole group is discouraged and playtime should not be removed as a punishment for classroom behaviour unless directed by the Deputy or Head (in these cases, children will be expected to walk around outside with an adult).*
- *Children need to be clear about the reason for a sanction and be able to express this to others.*
- *Housepoints should never be removed.*
- *If a child regularly loses play time, a record of this pattern should be kept and the iNCO/SLT informed.*
- *All serious behaviour concerns will be reported on CPOMS (Child Protection Online Monitoring System) for school to monitor.*

Playtime

If a specific Playtime Rule or social distancing is not kept.

- Give the child a verbal warning.
- Administer Restorative Justice if appropriate
- If unacceptable behaviour continues, the child's name will be put in the Time Out folder and they will lose 5 minutes of their morning play the following day. The child will be required to walk with an adult during the playtime. If swearing, fighting, stealing or defacing of property occurs, the child's name is written in the Time Out folder and will lose 25 minutes of the lunchtime the following day. If a child's name appears in the red folder 3+ times in 2 weeks, they will automatically go to timeout room for a further session. And the Head will be informed. Where possible a child will miss 5 minutes of morning play, or 25 minutes Time Out at lunchtime for more serious rule breaking, on the day that the incident occurred allowing the child to return the next day/session with a fresh start. When a child is sent to Time Out at

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lunch time this is an opportunity for the behaviour reflection sheet to be completed (Appendix 6).

- If any serious incident occurs, the class teacher should inform the parents of all involved at the end of the school day unless there has been any harm e.g. a bad bump, scratch, swollen lip, bite etc – in these instances, the class teacher must call the parents before pick up.

The above sanctions are a framework for consistency through the school. However, underpinning this are guidelines for setting up a classroom in a way that these will be employed rarely.

See:

Appendix 1 - Guidelines about the role of the teacher, the quality of teaching and learning, behaviour strategies and differentiation.

Appendix 2 - Examples of educating a child through adult conversation when expectation not reached.

Appendix 3 - Non physical crises intervention techniques.

Appendix 4 – Summary of the main points of this policy

Appendix 6- Behaviour Reflection sheet

PARENTAL INVOLVEMENT

We believe that the involvement of parents/carers is vital in both celebrating positive behaviours and helping to change negative behaviours. There is a Home School Agreement (see Appendix 5). Letters, certificates, newsletters and consultations/meetings inform parents/carers about positive behaviours.

We aim to involve parents/carers early when a child's behaviour causes us concern and we aim to work with the family to solve the problem, bringing in support from outside agencies if need be.

EXCLUSION

The school has the right to exclude any pupil for repeated and / or significant actions of unacceptable behaviour at the discretion of the Head. A child may also be excluded if there is a threat to their own or anyone else's health or safety.

Fixed period exclusions

A child who gets into serious trouble at school can be excluded for a fixed period of time.

Some points to bear in mind are that:

- only the headteacher or acting headteacher (in the absence of the headteacher) can exclude a child
- your child can't be given fixed period (non-permanent) exclusions which total more than 15 school days in any one term

Following a fixed period of exclusion the school must tell you:

- the period and reason for exclusion
- how you can ask for the exclusion to be considered by the governing body

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- your duty during the first five days of an exclusion to keep your child away from public places during normal school hours, unless there is a good reason
- the arrangements they have made if your child has been excluded for more than five days
- the school will also inform the Local Authority

Permanent exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

Some points to bear in mind if your child has been permanently excluded:

- the school's governing body must review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the governing body must write to you with the reasons for their decision, how to request an appeal and the date by which your request should be received
- the local authority must provide full-time education for your child from the sixth day of a permanent exclusion

BULLYING

Bullying is an unacceptable behaviour – please see the Our Lady of Lourdes Anti-Bullying Policy. At Our Lady of Lourdes we are committed to creating a safe environment where children can learn and play, talk about their worries, confident that an adult will listen and offer help. This is achieved through the relevant RE, EPR programmes, Safetynet and other outside agencies support, and highlighted at assemblies. The Head, Deputy Head and SLT regularly walk in the playground at lunchtimes; there are many adults available. School Council is a forum for discussing general school worries. Year 6 Buddies attached to younger classes provide an older child role model for the younger children. The overall ethos of the school is one of care and the message that there is someone there to listen is clear.

The school recognises that bullying is not just physical but can include:

- Isolating a person
- Exhorting money or possessions
- Ridicule
- Teasing
- Name calling
- Making derogatory, personal remarks
- Cyber bullying

In order for this to be called bullying it must be with intent and repeated.

See Anti-bullying Policy for further information.

All incidents will be recorded on the Anti-bullying Register, CPOMs and incidents reported to the LA.

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RACIST, GENDER or HOMOPHOBIC INCIDENTS

Occasionally a child may be racist, gender or homophobic in language and behaviour and this must be dealt with immediately. A racist, gender or homophobic incident is one that is or can be perceived as racist by any individual.

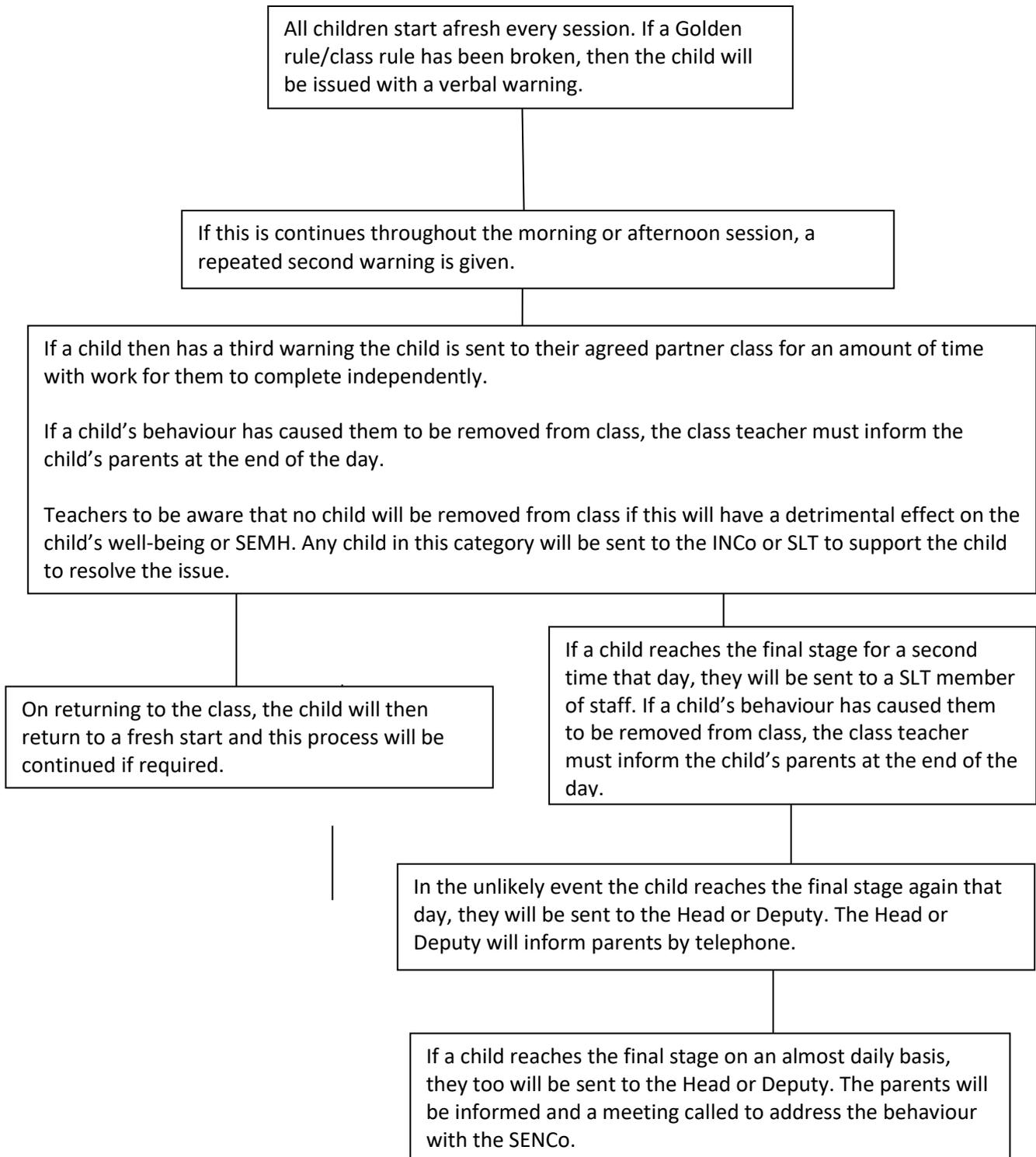
All racist, gender or homophobic incidents must be reported to the Headteacher. The governing body and local authority are informed of the number of racist, gender or homophobic incidents each term.

See Anti-bullying policy for further information. All incidents will be recorded on CPOMS, and appropriate monitoring forms.

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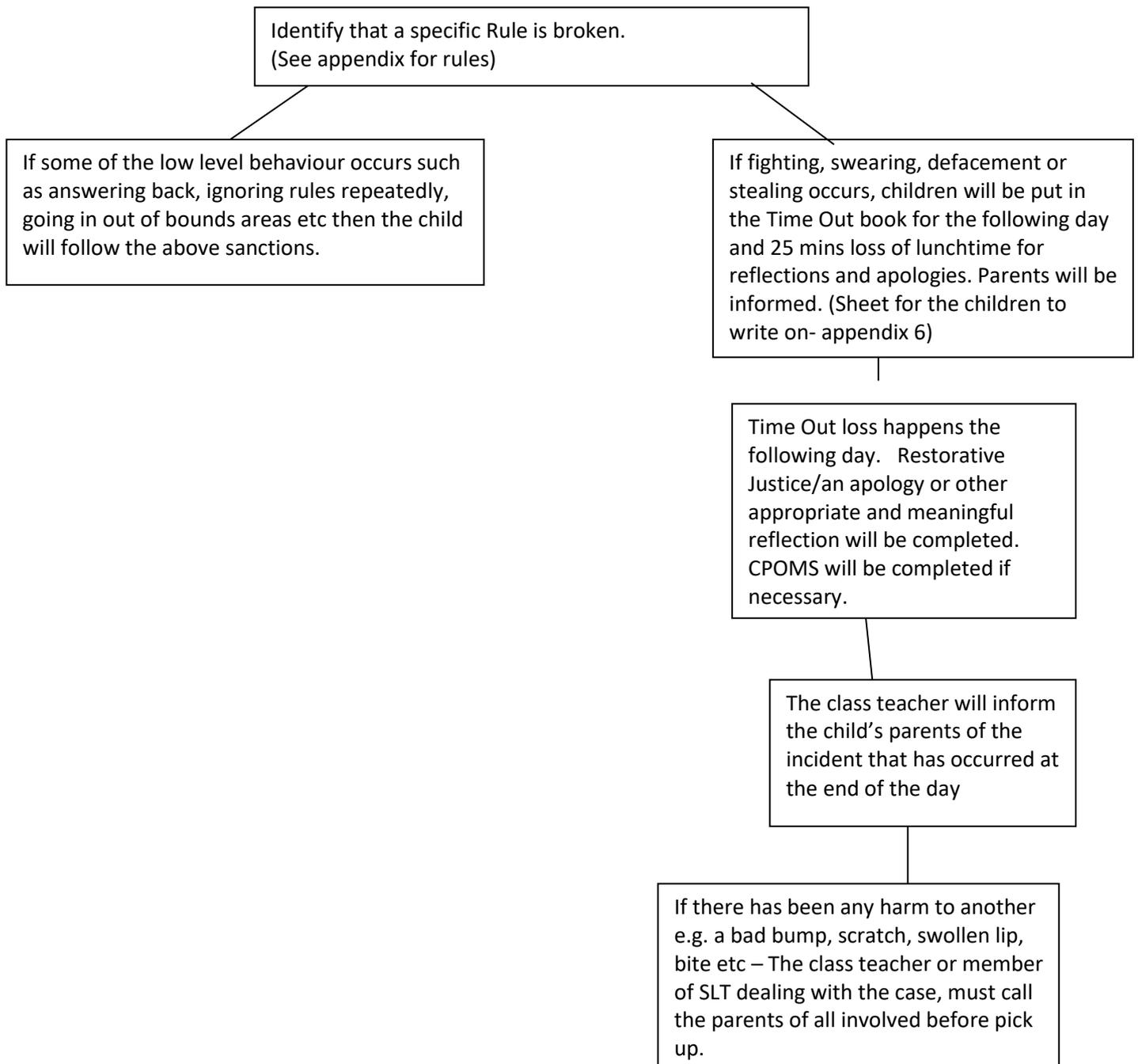
Action Flow chart for Class Behaviour Procedures



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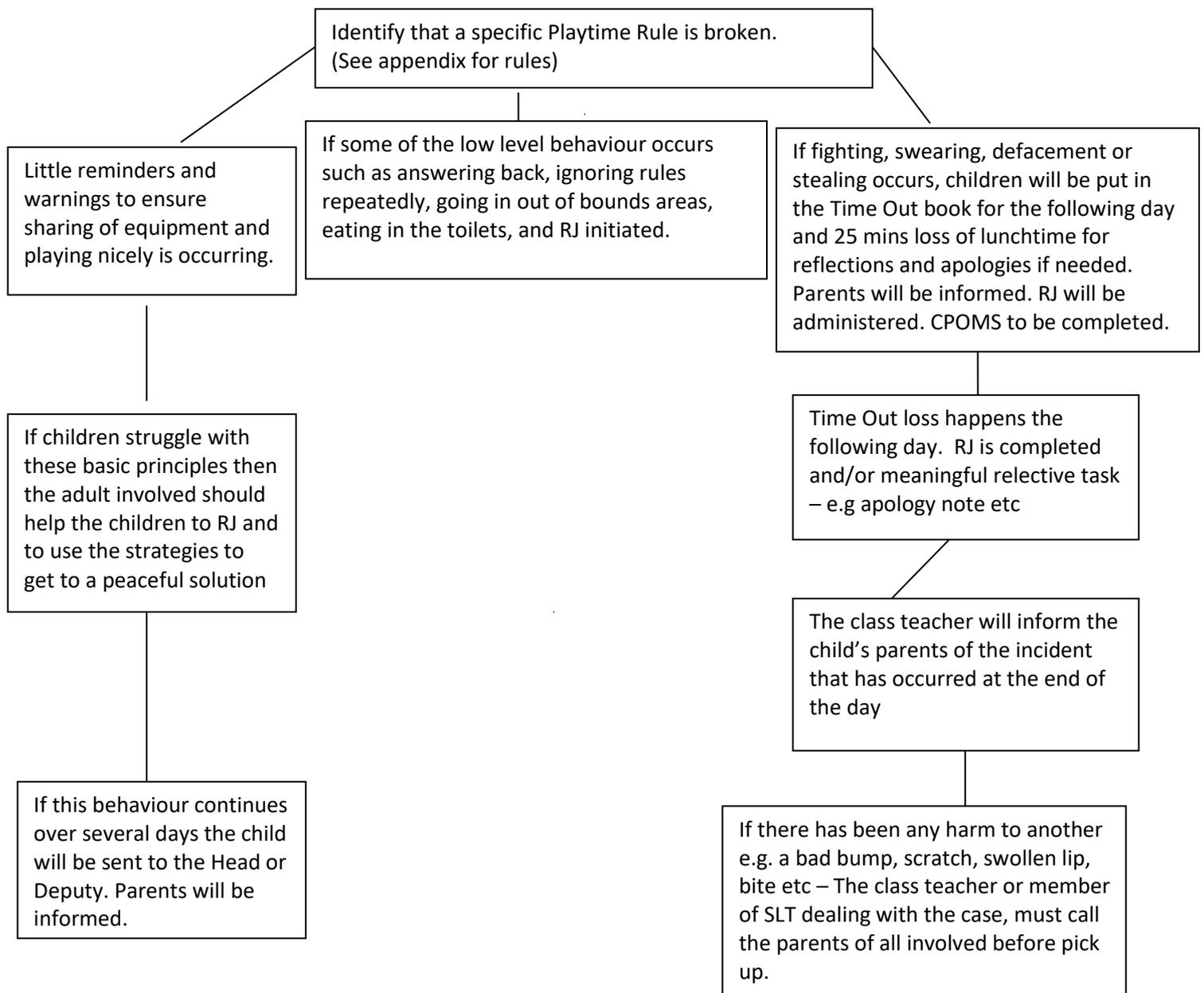
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Action Flow Chart for Whole School Behaviour Procedures Around and In School (Attention of All In School Staff)



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Action Flow chart for Playground Behaviour Procedures. (Attention of MDSAs and all those on duty)



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APPENDICES:

APPENDIX 0

0. Responses in Support of Children experiencing trauma in relation to Covid-19

Whilst ensuring the social distancing and personal hygiene of children, it's important that staff undertake this in a calm manner and remind children of why we're acting in this particular way. Should children show sudden changes in their behaviour, or seem withdrawn, or in any way act in a manner that concerns us, this should be treated as a safeguarding concern and logged on CPOMS in the way that other CP issues are handled. The support available to children will depend on the symptoms being shown and will be co-ordinated by the DSL and her deputies; using the networks of support available to the school.

APPENDIX 1

1. ROLE OF THE TEACHER

Teachers need to:

- Ensure social distancing and good levels of personal hygiene in their groups and their classrooms.
- Provide a calm, safe and purposeful classroom atmosphere.
- Provide an effective curriculum, appropriately differentiated, to stimulate and engage pupils.
- Have high expectations of all their pupils in achievements and behaviour.
- Be constructive and positive.
- Be specific and consistent about what behaviour is expected of a pupil and what is unacceptable.
- Encourage and guide pupils to set and organise clear goals for themselves; co-operating with their peers.
- Give clear explanations.
- To ensure grouping/seating arrangements are suitable. Whilst these will often be dictated by the activity, particular attention should be paid to the location of the more challenging pupils, those with SEN and those easily distracted.
- Ensure misbehaviour is handled quickly and calmly so that the pace of the lesson is not lost and further disruption is minimised.
- Deal with behaviour incidents initially. If, after employing different strategies/sanctions the behaviour problem persists the class teacher should then consult the SENCo and Head teacher.
- Be seen employing sanctions with fairness using Restorative Justice.
- Add incidents to CPOMS if and when necessary

2. THE QUALITY OF TEACHING AND LEARNING

Lively, stimulating, high-quality teaching is almost always associated with good behaviour.

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GOOD BEHAVIOUR IS ESTABLISHED WHEN

- pupils understand the concepts which underlie tasks
- suitable tasks are designated for pupils of different abilities
- specific help is given to individual pupils without losing sight of the whole group
- lesson plans are adapted to take account of pupils' contributions and the mood of the group
- careful attention is paid to pupils' contributions, with encouragement to refine their ideas in discussion
- lessons keep interest and momentum through variations in pace.

3. BEHAVIOUR STRATEGIES

Preventative Strategies:

- clear rules or boundaries established within the class
- clear expectations about work, tasks, etc.
- attractive environment
- well planned room organisation
- adequate resources
- tasks well matched to pupil (differentiation)
- developing co-operative skills
- enhancing self-esteem.

Reactive Strategies:

- how we respond to inappropriate/off-task behaviour (what we say/how we say it)
- tactical ignoring of some behaviour
- simple directions or warnings
- casual or direct questioning
- defusing or re-directing potential conflict
- reminding/restating classroom rules
- giving simple choices
- taking pupils aside from the group.

Supportive Strategies:

- following up incidents later, when initial feelings have subsided
- encouraging pupils
- re-establishing working relationships with and between pupils after conflict
- developing and maintaining a climate of respect.

4. DIFFERENTIATION

This can be achieved through:

- Differentiation of both work and expectations of behaviour.
- Differentiated level of support.
- Differentiated placement in line, on carpet for story, discussion, etc.
- Differentiated means/amount of support to achieve socially acceptable behaviour.

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- Expectations of behaviour to be achievable by the individual.
- Emotional rewards rather than concrete.
- Express feelings about outcome.
- Flexible use of grouping strategies.
- Use of open-ended tasks.
- Differentiation of areas of playground, e.g., garden, playground markings, climbing frame, grass area (with log train, car, activity panels and mushroom seats).

APPENDIX 2

EXAMPLES OF EDUCATING A CHILD THROUGH AN ADULT USING RJ WHERE APPROPRIATE

- A CHILD LEAVES A MESS IN HIS / HER PLACE

Please could you tidy your belongings away? You have a responsibility to look after the classroom environment.

Please tidy up your place. We all have a responsibility to keep things tidy because it helps us to find our equipment so we can be ready to learn. It also shows respect for others in the class and the cleaner.

Please tidy your things – remember that we all have a responsibility to look after our own property.

It is your responsibility to look after your belongings. You need to respect this by tidying away your things.

- A CHILD CALLS SOMEONE 'THICK'

You have a responsibility to take care of others and to make them feel safe and valued. Calling someone a name is a bad choice – do you understand this?

- A CHILD LAUGHS AT SOMEONE ELSE'S MISTAKE

You have a responsibility to show self control in your behaviour. You also need to show respect by being sensitive to others.

We have the right to feel safe and valued. We all therefore need to be sensitive to the feelings of others and make it safe to make mistakes – we all make mistakes don't we?

We all have the right to feel safe and valued and you need to respect this by being sensitive to others in what you say and do.

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You have taken away someone else's right to be safe and valued. Think about the feelings of others in your own words and actions.

- A CHILD IS CAUGHT RUNNING DOWN THE CORRIDOR

Please walk calmly around the school because it is important that we keep each other safe.

You have a responsibility to take care of yourself and others – always choose to show self control and walk on the left.

Please walk. It can be dangerous to run. You have a responsibility to keep yourself and others safe.

- THE NOISE LEVEL IN THE CLASSROOM IS INAPPROPRIATE TO THE TASK

We all a responsibility to work hard and we need to show respect for each other by working quietly.

The noise level is preventing us learning. Please respect the right of everyone to learn by working quietly.

Please work more quietly. We all have a responsibility to allow others to work hard.

- A CHILD TAKES SOMEONE'S PROPERTY WITHOUT ASKING

Please respect X's property and ask before you borrow.

Did you ask before borrowing that? Remember to make the right choice by asking to borrow other people's belongings.

We all have the right to feel safe. We protect this right by looking after other people's property. If you wanted to borrow it, how could you have done this respectfully and politely?

Please show respect to others by being polite to others and asking if you would like to borrow equipment.

- A CHILD KEEPS CALLING OUT ANSWERS TO QUESTIONS

Everyone has the right to be heard and to learn, so please make the right choice by putting your hand up.

Remember we have a responsibility to allow others to learn. Please make sure we respect our classmates by taking turns to speak.

Please make the right choice and put your hand up. You need to show respect by taking turns to speak because we all have the right to be heard.

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Please remember to put up your hand. You have a responsibility to allow others to listen and learn.

- A CHILD DOES NOT SAY THANK YOU WHEN HANDED SOMETHING

Please remember to be polite – it's one way we show we value each other.

Please remember to say thank you – it's important to show politeness because this makes us feel good about ourselves and valued.

We can show we think everyone is an important person by being polite to them. Please can you remember to be polite and say thank you next time.

APPENDIX 3

USEFUL NON-PHYSICAL CRISES INTERVENTION TECHNIQUES AND TIPS

DO	DON'T
Appear calm and relaxed	Appear afraid and unsure of yourself Appear bossy, arrogant Assume an 'I don't give a damn about you attitude'
Keep the pitch and volume of your voice down	Raise your voice
Feel comfortable with the fact that you are in control (if you are in control yourself, you control the situation) Project a calm, assured feeling that you will see the situation through to a peaceful end no matter what happens	Appear to expect an attack (or you will have one)
Talk with the pupil	Give commands Make demands
Be very matter of fact if the pupil become agitated Be sensitive and flexible Be flexible yet consistent Be aware of body language Monitor breathing (chest movements) which can telegraph aggressive responses	Make threats (especially any that you are not absolutely sure that you can carry through) Maintain continuous eye contact Gesticulate (this make provoke confrontation)
Stay close to the pupil and attend to him / her	Turn your back or leave Invade the pupil's personal space
Be patient: If a pupil's agitation increases to the verge of attack <ul style="list-style-type: none"> ▪ Acknowledge his/her feelings ▪ Continue with a matter of fact attitude 	Display emotion Argue Corner the pupil physically or psychologically

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<ul style="list-style-type: none"> ▪ Always leave the pupil an avenue of escape 	
Where possible, remain seated as long as the pupil does Avoid crowding	Get up and move towards the pupil
Stay near him / her, about one arm's length away; stand to one side Give the pupil more space if appropriate	Give up
Seek to relax your muscles and keep them under control	Tense your muscles

APPENDIX 4

OUR GOLDEN RULES

- We will be kind and gentle
- We will listen carefully
- We will work hard and not disturb others
- We will be helpful
- We will be honest
- We will look after all property
- We will treat everyone with respect

Playground Rules:

- We will look after each other and play safely
- We will follow instructions straight away
- We will show respect for people, property and the environment
- We will ask children on their own to join in with our games
- We will say sorry if we hurt or bump into anyone by accident
- We will stop and stand still when we hear the bell or whistle
- We will take care of our equipment.

Wet Play Rules:

- We will stay in the classroom
- We will engage in quiet and safe activity(no computers/scissors unless supervised)
- We will make sure our classroom door is open
- We will be polite to the adults/prefects working with us

Dining Room Rules:

- We will walk in and queue quietly
- We will sit where we are told
- We will speak quietly to all adults and each other
- We will be well mannered while we eat

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- We will clear up any mess we make
- We will leave the hall when told to do so

Remember 'thank you' means a lot

APPENDIX 5

OUR LADY OF LOURDES HOME-SCHOOL AGREEMENT

Parents/guardians

I/We will:

- Support the school's ethos and behaviour policies.
- Ensure children attend school regularly and punctually and inform the school if children are absent.
- Ensure children wear school uniform.
- Support the children's homework and other opportunities for home learning.
- Attend parent meetings to discuss children's progress.
- Observe the school's policies.
- Keep the school informed of contact numbers and change of address.

Signed:

Date:

School

We will:

- Promote the beliefs, practices and values of the Catholic faith.
- Provide a safe and well-ordered, caring, happy environment.
- Provide a broad and balanced curriculum to meet the needs of your child.
- Keep parents informed about school activities, and listen to parents' views and concerns.
- Provide homework activities to support and consolidate learning.
- Encourage high standards of work and behaviour, celebrate and praise success.

Signed:

Date:

Pupil

I will:

Our Lady of Lourdes Catholic Primary School

Behaviour Policy

- Wear my school uniform with pride.
- Bring the things I need for school and look after them.
- Work hard and take pride in my work to the best of my ability.
- Behave in a way that helps all children to work and play without distraction or harm from me.
- Be kind, caring, considerate and polite to everyone.
- Work hard on my targets.
- Help to keep the school safe, clean and tidy.

Signed:

Date:

APPENDIX 6

Behaviour Reflection Sheet

Why am I here?

I am here because...

What have I learnt?

What will I do differently in the future?

Write an apology below and give it to the correct person if you think this will help resolve the situation.

Dear

I apologise for

Our Lady of Lourdes Catholic Primary School

Behaviour Policy

Revision History Page

Date	Version	Description of changes	Author	Approval level	Approval details
January 2015	1.0			Headteacher	
November 2018	1.1	RJ details added			
June 2020	1.2	Covid-19 updates	PB		