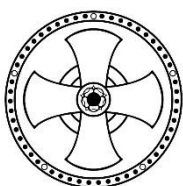


Our Lady of Lourdes Catholic Primary School

Behaviour Policy

Reviewed September 2024



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Rationale

As a Catholic School, we view all aspects of school life to be part of the wider faith of parish, home and school. The whole curriculum and way of life of our school is designed to enable our pupils to grow in every way to Christian maturity. The Catholicism of the school is more than its Religious Education Policy, our whole curriculum is rooted in a religious understanding of life, and this is based on the teaching of the gospels. We always try to be positive in our range of rewards and disciplines. An over-riding aim of our school is that every member of the school community feels safe, happy and valued and that each person is treated fairly and well. To achieve this, we need to promote good choices which lead to effective relationships, so that everyone can support each other, work together and learn well.

Code of conduct

At Our Lady of Lourdes, we aim to develop a caring Catholic Community based upon the life and example of Jesus Christ, which envelops the life and lives of everyone and everything in our school. It is through Christ's message of love and forgiveness that children, staff, families and governors preserve the essential Catholic ethos of the school.

Our principles are based upon the School's Mission Statement:
'We listen and care for each other and we are a happy family.'

Whole School Rules:

In our school we ...

- Are Ready
- Are Respectful
- Are Safe

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines

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All Staff will:

- Meet and greet children in the morning
- Model positive behaviours and build relationships
- Show kindness and treat all stakeholders fairly and with respect
- Separate the behaviour from the child. Never shout or humiliate and deal with poor behaviour privately
- Recognise that each child is an individual and be aware of their needs
- Never ignore or walk past learners who are behaving badly
- Positively reinforce positive behaviours seen in and around school
- Record behaviour incidents accurately using our school behaviour reporting system (CPOMS)

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules Ready, Respectful, Safe in their own classroom
- Develop a positive relationship with pupils, which will include:
 - Meet and greets
 - Establishing clear routines in the first day/week
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the day afresh
 - Having a plan for dealing with low level disruption
 - Using positive reinforcement

SLT will:

All Senior Leaders (including anyone paid on the Leadership scale) have ultimate responsibility for the behaviour and safety of the children in the school. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a daily visible presence around the school, particularly at times of mass movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Share good practice relating to behaviour management
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Communicate with parents when required
- Support and monitor pupil's attendance

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Parents will:

Support their child in adhering to the principles of Ready, Respectful, Safe

- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (target 97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform (unless previously agreed with the SENCO/Headteacher)

Good behaviour requires close cooperation between parents, teachers and children. Parents should discuss the school rules with their child, emphasizing that they support the rules.

Children will:

- Show our school rules, **Ready, Respectful, Safe** at all times
- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners
- Follow instructions of all school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Rules and Expectations

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

Our lady of Lourdes principles for promoting positive, values-based behaviour is built on the notion of Ready, Respectful, Safe developed by the behaviour expert Paul Dix. Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

Praise and rewards

'If you consistently reward minimum standards then pupils will strive for minimum standards. If you reward pupils for STANDING OUT then there is no limit to their excellent behaviour. In your classroom the STAND OUT mantra should be repeated often. Mark it with the children, "What (name of child) just did by collecting in all of the brushes by herself/himself has saved a lot of time and effort for me. That is really standing out. Thank you (name of child)." Use it when presenting awards, placing names on the recognition board or when talking to parents. Focusing on the behaviour that is STAND OUT creates and immediate shift in expectations.

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It gives the children something more than bare minimum standards to achieve, it gives them something to reach for. How you recognise pupils who STAND out should lie at the heart of your behaviour practice.’ (Paul Dix, When The Adults Change, Everything Changes. 2017)

We celebrate good work and good behaviour through:

- First attention for best conduct – STAR method for attention (Appendix 3)
- Specific praise for modelling any of the school rules.

- I really like how you have shown me you are ready to learn. Thank you for listening. -Thank you for picking up the paper towels, you are standing out and going above.

- Positive feedback to children and parents – postcards, stickers, phone calls, conversations (with every child receiving at least 1 positive acknowledgment every fortnight)
- Triangulation of praise by sharing good news with other members of staff
- Whole class rewards
- Recognition boards in class

Use of Recognition Boards

Target your recognition board at learning attitudes. Make sure that the behaviour you choose raises the expectation for the pupils and is not simply something they can already do well

- Names/pictures on the board for pupils who are demonstrating the desired learning attitude
- Names/pictures are never removed from the board
- Learners can nominate others to be put on the board.
- Emphasise peer responsibility; it is not a competition. It is more about a whole class helping everyone to get their name on the board
- Recognition boards need to be refreshed depending on the age and need of the pupils
- Pupils are recognised for effort, not achievement. The recognition board is for everyone. Pupils only get on the board when they have shown the required effort.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours

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Scripted interventions

'The longer each negotiation around behaviour takes for the few, the less time you can give to the many. them in class too. Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. This is the win-win.' (Paul Dix, *When The Adults Change, Everything Changes*. 2017)

Stepped Sanctions Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!
<p><u>1. REMINDER (reinforce 3 rules, privately if possible):</u> I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)</p> <p>Example - <i>'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
<p><u>2. FINAL WARNING:</u> I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.) Example - <i>'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
<p><u>SPACE TO COOL OFF:</u> 3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE</p> <p>I noticed you chose to...(state noticed behaviour). You need to...(describe appropriate place in classroom e.g. reading corner, quiet desk etc.) I will come back to speak to you in two minutes. Child sent to designated area of classroom 5-10 minutes sitting alone in order to reflect, calm down etc. without causing further disturbance Child to complete an appropriate task e.g. reflection sheet, continue with work, watching sand timer If behaviour improves, return to class. If not or child refuses, move to step 4</p> <p>Example - <i>'I noticed you choosing to use rude words. You are breaking the school rule of showing respect. You have chosen to go and sit in the quiet area. I will come back and speak to you in 2 minutes. Thank you for listening.'</i></p>

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<p><u>4. IN ANOTHER CLASS</u></p> <p>I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>Example - <i>'I have noticed you chose to continue to use rude words. You are breaking the school rule of showing respect. You have now chosen to go and sit in Ms Smith's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</i></p>	<ul style="list-style-type: none"> - Child escorted to designated colleague / follow up to check child has arrived. - Remainder of lesson working alone without causing further disturbance. - Possible removal of privilege / playtime. - Teacher must provide work / activity for the child to complete and communicate this to colleague. - If behaviour improves, return to class. If not or if child refuses, move to Step 5. - Record on CPOMS <p>For regular occurrences:</p> <ul style="list-style-type: none"> - Discussion with SLT and/or SENCO: consider Behaviour Intervention and/or additional support. - Begin monitoring to identify areas of concern / possible causes/ appropriate targets. - Parents contacted by teacher to inform them that behaviour is a cause for concern.
<p><u>5. SOMEWHERE ELSE</u></p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>Example - <i>'I have noticed you have chosen to continue to use rude words. I will now contact Mr Maley and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</i></p>	<ul style="list-style-type: none"> - Child escorted to / collected by appropriate adult. - From remainder of lesson through to a half day working alone without causing further disturbance. - Possible removal of a privilege / playtime. - Teacher must provide work / activity for child to complete as soon as possible after removal. - Record on CPOMS. <p>For regular occurrences:</p> <ul style="list-style-type: none"> - Discussion with SLT / SENCO as soon as appropriate. - Parents informed of withdrawal by teacher or SLT depending on nature of incident. - Meeting with parents to investigate possible causes / alternative strategies. - Referral to multi agencies i.e. Behaviour Support / Mental Health Practitioner, etc.

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FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. **What happened?** (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

Children with SEND

Children with SEND 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.

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Serious incidents

Any instances of:

- Rudeness
- Violence
- Dishonesty
- Swearing
- Refusal
- Damage
- Stealing
- Racism
- Sexism
- Ageism
- Homophobia
- Bullying/Cyberbullying
- Discrimination
- Disruption

These incidents will be recorded on CPOMS and SLT will be alerted.

Parents will be informed by the class teacher. The class teacher will make a decision on any resulting consequences or outcomes and this will be in discussion with a member of SLT. This will all be recorded on CPOMS.

Exclusions

Throughout all dealings, the support and action from recognised agencies will be discussed and initiated, if necessary. In exceptional circumstances, a child may be internally excluded from class for a period, or excluded from school for a period of time by the Head Teacher. At Our Lady of Lourdes, should the need to exclude occur, we would follow the general principles and arrangements as laid down in the latest Local Education Authority Guidelines in the most current Anti-Bullying Policy.

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
- 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

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- 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 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.

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

Racist, Gender or Homophobic incidents

Occasionally a child may be racist, gender or homophobic in language and behaviour and this must be dealt

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with immediately. A racist, gender or homophobic incident is one that is or can be perceived as such by any individual. Our Lady of Lourdes is an anti-racist school and any incidents of racism will also be reported to our Anti-Racist Lead – Natasha Kirkwood, who will support the children and teachers with next steps

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.

This policy should be read in conjunction with the Anti-Bullying policy.

Appendix 1

Be a STAR



S- Sit up and pay attention



T- Track the person who is speaking



A –Ask and Answer



R- Remember what has been said



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Appendix 2

Home-School Agreement