



Our Lady of Lourdes Catholic Primary School



'We Learn with God as our Guide'

Behaviour Policy

Adopted by Local Governing Board:

Date: February 2025

To be reviewed: February 2026



Behaviour Policy

Mission Statement: *'We learn with God as our Guide'*

The **aims** of this policy are:

- to provide a safe, secure, happy learning environment in which all members of our school community are valued and treated with dignity and respect
- to equip our children with the skills and dispositions to become independent, resilient, loving individuals with a sense of responsibility and a desire to serve others, both within and beyond our school community

All decisions relating to supporting positive behaviour will be rooted in our belief that each individual is created in the image and likeness of God.

Principles upon which this policy is based:

- Pupils and adults alike have the right to work and learn in an environment where they feel safe – physically, mentally and emotionally
- Putting relationships first – building a school ethos which promotes strong relationships between all members of the community and a culture of kindness, connection, inclusion and respect for all
- Pupils should not just 'know how to behave'. *"They need to be taught and re-taught expected behaviours."* Paul Dix, 2017
- All behaviour is communication – it communicates the thoughts, feelings and needs of the individual. Adults will seek to understand behaviour and will support the child in understanding their own behaviour. The behaviour is separate from the person exhibiting it. Staff will maintain a professional curiosity and immediately report safeguarding concerns in line with the safeguarding policy
- Promoting positive behaviour in children begins with the behaviour of adults and the effective relationships they establish with the children in their care. Every interaction, be it between an adult and a child, or between adults will model high standards
- Consistency is key in managing behaviour effectively and it is the responsibility of all adults to adopt a kind, firm, consistent approach which is in line with this policy
- Children are better able to behave well and thrive when they know they are valued and they have good self-esteem – it is the responsibility of the adults to seize every opportunity to build children's sense of self-worth
- Children will be supported in understanding and regulating their behaviour and learning to take responsibility for their actions. They will be taught to understand the link between their actions and consequences, both for themselves and others through the four 'Rs' of Relational Practice - *Regulate, Relate, Reason, Repair*
- Our children are growing up in a society where there are expectations, rules and consequences for all and it is school's responsibility to work with parents to prepare them for this
- The best outcomes for children come about when school and home work in partnership in order to promote positive behaviour – this gives children the best chance of improving their behaviour, being successful in school and beyond



School Rules:

At Our Lady of Lourdes rules are kept to a minimum – they are meaningful, phrased positively and they underpin our expectations of all behaviour: *“Be Ready, Be Respectful, Be Safe”*. These rules are reinforced through class discussions at the start of each term as well as during whole school and Key Stage assemblies. Class discussions identify specific examples of how these rules are lived out day to day and are displayed in classrooms for reference. Displays should be age appropriate and should include visual images/photographs to help reinforce meaning.

Promoting Positive Behaviour and Relationships:

In promoting positive behaviour staff will seize every opportunity to help pupils feel valued and to have a positive view of themselves. Where pupils struggle with this, all staff will actively seek and plan opportunities for pupils to experience being seen in a positive light.

Positive behaviour and relationships are promoted through:

- the provision of well-planned teaching and learning experiences which meet pupils’ needs
- positive behaviour and relationships being modelled by all adults
- adults making expectations clear to children
- the use of ‘Zones of Regulation’ to support pupils in understanding and regulating their behaviour
- positive individual behaviour choices being recognised and valued through a simple verbal ‘thank you’ or ‘well done’, naming the specific behaviour e.g. ‘Well done for persevering and not giving up’
- the use of recognition boards which recognise and value pupils going ‘above and beyond’ expectations of learning and behaviour
- pupils having roles of responsibility which contribute to serving the whole school community e.g. Catholic Ambassadors, School Council, Prayer and Worship Leaders, Buddies, Librarians
- post cards or letters being sent home, or teachers having a quick word with parents at the end of the day
- extra privileges being given such as an additional 5 minutes of play time, class choice of favourite activity, extra buddy time etc.

Responding to Challenging Behaviour:

In addressing challenging behaviour, staff will always aim to help pupils understand their behaviour and the consequences of it, both for themselves and others. Staff will aim to support pupils in regulating, restoring and repairing in an age-appropriate way.

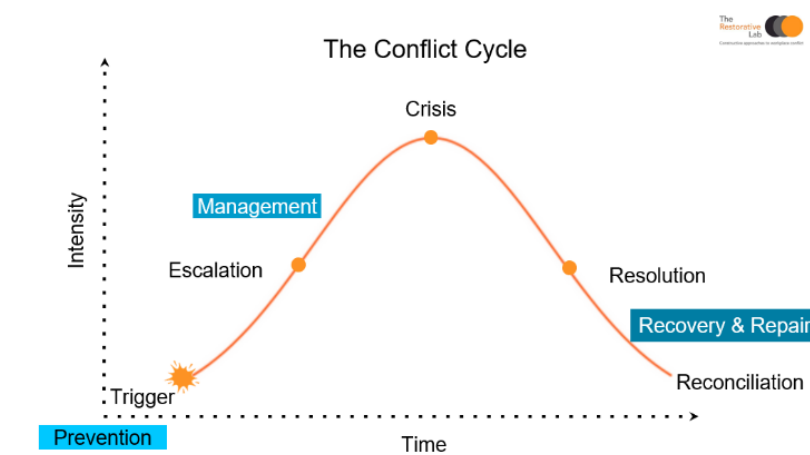
A stepped approach to support pupils in getting ‘back on-track’ will be used.

Stepped approach:

	Steps	Actions
1.	Reminder	A reminder of the expectation, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
2.	Reminder and choice	Another verbal reminder is delivered privately, wherever possible, to make the pupil aware of their behaviour and the choices and consequences e.g. <i>'You need to do your work now. If you choose not to do it now, you will need to do it during breaktime.'</i> Remind the child of when they have done this successfully in the past e.g. <i>'Remember when you worked really hard in maths yesterday? That's what I need to see now.'</i>
3.	Reflection time	Re-cap previous reminders and give time to reflect on and decide next steps. e.g. <i>'I've reminded you twice about what you need to be doing and you still haven't done this. Why is this/is there a reason?'</i> If a reason is given, respond appropriately to this. Then prompt them to decide their next steps. e.g. <i>'What choice are you going to make now?'</i> <i>If this child is not regulated enough to engage in reflection, they should move away from the classroom with an adult and the emotion coaching script should be used.</i>
4.	Repair	This might be a quick conversation at breaktime or a more formal conversation. The emphasis must be on repairing relationships and moving forwards.

Conflict Cycle and Emotion Coaching:

When a pupil is dysregulated or in crisis, they will be supported through a conflict cycle informed approach to 'emotion coaching'





Emotion coaching strategies:

1. Regulate:
<ul style="list-style-type: none">• Provide a safe and comfortable space• Remain calm yourself• Use limited yet soothing language• Talk through regulating breathing e.g. rectangle breathing, tracing outline of the hand breathing in as you go up and out as you go down <p><i>Once the child has become calm, move to step 2.</i></p>
2. Relate:
<ul style="list-style-type: none">• Identify how they are feeling. "You look/seem angry/frustrated/sad..." mirroring the emotion with your voice• Acknowledge that this is unpleasant, 'That must be really difficult'• Reassure them that you are there to help or get someone to help, 'I am here when you are ready...'• Accept that even though they appear calmer, they are still processing and in a heightened state of arousal. This is not the time to teach them anything.• Share that it is normal to feel these emotions. 'It can be really upsetting/frustrating when ...' <p><i>Once the child has moved back to a regulated state, move to step 3</i></p>
3. Reason:
<ul style="list-style-type: none">• Teach the language of emotions by naming them when they experience them• Teach strategies for self-regulation (breathing techniques, going for a walk, moving away from the situation, finding help from a trusted adult or friend, counting to 20)• Identify things that we can control, things we could control with help and things that are beyond our control• Whilst teaching about emotions, set high expectations of behaviour e.g. "It's okay to feel angry, but it's not okay to hurt someone."
4. Repair:
<ul style="list-style-type: none">• Support with identifying ways of repairing the situation or relationship. These need to be age appropriate and in proportion to the incident

In addition, staff will:

- Send an agreed signal to the nearest member of the Senior Leadership Team, if a child is behaving in a way that is dangerous or disruptive to learning – this includes if a child has physically hurt a member of staff e.g. hitting, pushing, kicking, spitting
- Inform parents of serious incidents or if a pattern of behaviour is developing – this is the responsibility of the class teacher
- Report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the Headteacher or Deputy Headteacher
- Record serious behaviour incidents on CPOMS. These include the following:
 - If a child has had reflection time out of class or has been asked to leave the playground
 - If a child has been physically violent towards another pupil or member of staff
 - If a child has spoken or behaved in a discriminatory way
 - If a child has been excluded from class



These are just some examples and not an exhaustive list. Consequences will always be age appropriate.

Pupils who require additional support or have SEN:

Our school policy applies to all children. However, we recognise that some children may find it more difficult to regulate their behaviour than others. In this instance, school will provide additional support to help them. This may involve school working with parents to write a behaviour support plan. Advice from outside agencies may be sought and reasonable adjustments made within our context of being a mainstream setting.

Behaviour Support Plans:

Behaviour support plans identify triggers and behaviours along with steps to support the pupil in remaining regulated as well as steps to be taken when they become dysregulated. This forms a graduated approach and involves parents, school staff and any external agencies involved in supporting the child. The plan is shared with the child in an age-appropriate way.

Behaviour support plans are kept under review and updated according to the emerging needs of the child. For more complex cases which need a community approach beyond school, a Strengths and Needs form will be completed and a Team Around the Family may be put in place.

Where a child's behaviour continues to be unsafe to themselves and others, school will work with parents to carry out a risk assessment. In consultation with outside agencies, consideration will be given as to whether mainstream school is the appropriate setting for them.

Positive Handling:

We have a duty of care to pupils and staff to ensure they can work in a safe environment. In doing so, physical intervention will be used as a last resort in the following circumstances and when not doing so is likely to lead to risk of harm:

- If a child is at risk of putting themselves in danger
- If a child is at risk of putting another child in danger
- If a child is at risk of putting an adult in danger
- If a child is at risk of damaging school property

Any incidents of positive handling must be reported to the Headteacher or most senior member of staff in school at the time. Parents must always be informed and the incident recorded using CPOMS.

Reasonable force:

The term 'reasonable force' covers a broad range of actions which involve a degree of physical contact with pupils, including physically guiding a pupil to safety, to restraining a child to prevent them from causing harm or injury to themselves or others. In all cases, only the minimum force required will be used and for the minimum amount of time.

Exclusions:



Exclusion can be internal (where a child works away from their class for a period of time) or it can be a suspension or exclusion from school. Where a child has received an internal exclusion, the restorative follow-up will be led by the Headteacher or Deputy Headteacher.

While the school considers suspension or exclusion from school as a 'last resort' it may be that this is the only option available. This could be for a 'one off' extreme event or persistent poor behaviour. While the school will do all it can to avoid this, it may be necessary in some cases. Exclusion from school may be for a fixed period (suspension) or in exceptional and extremely serious circumstances, exclusion may be permanent (permanent exclusion).

When considering exclusion, the following will be taken into account:

- The actions of the pupil and the impact of these on other pupils/staff/the school community
- The intent of the pupil when carrying out these actions
- The cognitive ability of the pupil to understand their actions and the consequences

Working with Parents:

Teachers:

- Will seek to keep parents well-informed through regular communication - both formal and informal. For example, a quick word of praise and congratulations at the end of the day, parent consultation meetings and school reports
- Will contact parents to inform them of serious incidents or emerging patterns of behaviour (e.g. intentionally hurting another person verbally or physically, using racist, sexist or homophobic language)
- Will work with parents in a solutions-focused manner with the aim of supporting the child and improving behaviour where this is necessary
- Will make every effort to ensure conversations with parents are private

Parents:

- Will be expected to work in a transparent way with the school in the best interests of their child
- Should inform school of any circumstances which may impact on their child's behaviour
- Will raise any concerns with the class teacher in the first instance. Teachers can be contacted through email or telephone call to the school office
- Are expected to treat all members of our school community with respect. The school will always endeavour to work closely with parents in addressing behaviour issues and seeking to support pupils.



Responsibilities:

Pupils will:

- Follow our whole school rules – ‘Be Ready, Be Responsible, Be Safe’
- Listen to and respond appropriately to staff
- Engage in reparation and restorative conversations supported by adults

Parents will:

- Engage in a positive relationship with school
- Support school in the implementation of this policy
- Support their child in understanding and meeting school’s expectations of behaviour
- Raise concerns with the class teacher in the first instance

All staff will:

- Model calm, consistent behaviour, at all times seeking to build appropriate, positive relationships with pupils and parents
- Seek out opportunities to build the self-esteem of all pupils
- Actively promote the rules of the school making explicit links between these and behaviour
- Be proactive in thanking and praising children for exhibiting positive behaviour e.g “Thank you for doing ‘beautiful walking’”, “ Well done for being ready straight away” “Thank you for using good manners”
- Follow the agreed steps in this policy to support a pupil in getting their behaviour ‘back on track’
- Give pupils ‘take-up time’ when going through the steps
- Record serious incidences of behaviour on CPOMS

Teachers will:

- Set the classroom climate as one of high expectations, mutual respect, kindness and forgiveness
- Greet pupils positively at the start of each day and each session
- Teach engaging lessons which meet the needs of all pupils
- Communicate clearly and effectively with parents – informing them of their child’s successes as well as matters relating to behaviour

Senior Leaders will:

- Take the lead in setting the culture and ethos of the school, seeking to build positive relationships with pupils, parents and external agencies
- Work closely with other professionals involved in supporting pupils and families
- Support staff with the implementation of this policy, particularly where there are cases of complex behaviour
- Source support from outside agencies where appropriate
- Work closely with the PFMAC Inclusion Lead
- Monitor behaviour and the effectiveness of this policy, making recommendations for adjustments as needed



The Headteacher will:

- Lead the consistent implementation of this policy throughout the school
- Consult with SLT and other staff to make adaptations to this policy in response to the needs of pupils and the school as a whole
- Report to Governors on the effectiveness of this policy

Governors will:

- Monitor the effectiveness of this policy, providing support and challenge as appropriate.

Monitoring:

The Senior Leadership Team and Governors monitor the effectiveness of this policy. Behaviour incidents are recorded and monitored by the school.

Headteacher: Rosie Gowers

Chair of Governors: Carlton Rose