



OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



School **POLICY STATEMENT** for **RELATIONSHIPS & BEHAVIOUR** **2025/26**

“We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ’s call.”

Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ’s call through our love for each other
- To foster in children independence and a sense of responsibility



“For you are precious in my eyes”.
(Isaiah 43)

At Our Lady of Lourdes, we want to promote good behaviour by creating a happy, safe, inclusive and caring environment where everyone feels valued and respected. We feel that it is key to promote good relationships, respect for all, regardless of race, gender or creed, and civilised behaviour which ensures the safety and well-being of all staff and pupils. Children need to be taught that they can choose whether to behave appropriately, how to control their own behaviour and to be aware of their effect on others.

We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate – it can arise for different reasons which are personal to the individual. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex needs.

We are committed to ensuring equality for our pupils and adhere to the guidance of the Equality Act 2010.

We encourage pupils to achieve in a learning environment where self-regulation of behaviour is promoted, and pupils are taught the skills to achieve this. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects. Children need praise and other rewards to reinforce this good behaviour and promote self-esteem.

Promoting good behaviour is **EVERYONE’S** responsibility. Children need to be sure that every member of staff will respond in the same way to their behaviour, good or bad, and our actions should always reflect this high level of consistency. Parental involvement and strong home-school links



can be vital in this process.

Aims

At Our Lady of Lourdes Catholic Primary School we aim:

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear and so children understand acceptable and appropriate behaviours towards themselves.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- Expectations of good behaviour are made clear and celebrated.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and privately.
- A whole school approach is used when dealing with inappropriate behaviour. · Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents.

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.
- To love others as well as they love themselves.

Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with families.
- To recognise that each child is an individual and to be aware of their needs.
- To love others as well as they love themselves.

All adult responsibilities:

- To be aware of the school rules and expectations.
- To model school expectations when on school premises or during school events.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.

- To encourage independence and self-discipline.

Strategies to develop excellent behaviour

- **IDENTIFY** the behaviour we expect
- **TEACH** behaviour explicitly
- **MODEL** the behaviour we expect
- **NOTICE** excellent behaviour

Strategies for positive encouragement

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of our school is essential in developing a positive culture and ethos across the school.

We will:

- Give verbal praise in class
- Communicate praise to parents via a phone call or written correspondence
- Give written praise in marked work where appropriate and in line with our marking policy
- Share and celebrate success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Allocate positions of responsibility e.g. class VIP.
VIPs are to be selected by class staff weekly. They are announced during Celebration assembly. The primary selection criteria of the class VIP should be reflective of the school's gospel value of the half term and focus on the child and the "difference" they have made, thinking about how they have shown independence. As the class VIP, they are entitled to a set of established and consistent rewards:
 - Special VIP certificate
 - A place in VIP row (a special row of chairs in the assembly hall on Friday)
 - A notice on display in the School Main Entrance
 - VIPs take the register (with a friend)
 - Names displayed on the School Website
- Share and celebrate success in assemblies
- Give stickers awarded for good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.
- CREDIT points leading to class prizes. Our school "**Credit System**" is our main way of reinforcing good behaviour and high standards of work. These credits are collected as points and added to the totals for the House Team. Each classroom **MUST** have a "Credit Board" prominently displayed with House Points being displayed in the hall and shared with parents on the School Newsletter. Children should be praised and given a Credit if they:
 - Demonstrate our Gospel values;
 - Consistently follow Our School Rules;
 - Are consistently on task;
 - Use their initiative/show independence;
 - Make a great effort with work or behaviour;
 - Are kind and considerate;
 - Play well at play / lunchtime;
 - Show good manners (e.g. use of please, thank you, holding doors);
 - Are achieving their personal best in work or behaviour;
 - Take risks with their learning

The above list is not exhaustive and any positive behaviour or attitude shown can be rewarded with a credit.

Coming into school

How the day starts sets the tone for the rest of the day. Each day in school begins with a 'calm start' to the morning. Children take part in quiet activities including classical music, art, handwriting, reading etc. Academic learning doesn't begin until 9.00am, with children's wellbeing prioritised at the start of every day.

The Headteacher will be on the entrance doors each morning to say hello/good morning to families, teachers and teaching assistants will be at the classroom door to welcome them into their class.

Staff greeting the children at the entrances to school each morning, which means that all children can access support if needed, or just a friendly smile each morning, as they enter school. Staff are also able to speak with parents/carers during this time, to discuss any issues which may be affecting the child, or their family, and which we can then take in to consideration.

In addition, children with additional needs, or those who simply find coming to school difficult, can 'check in' with a member of staff.

Breaks and Lunches

Children are supervised during playtimes by teachers and teaching assistants who know the children and how best to respond to their needs. Children will be chosen to be playground buddies to help support positive and negative behaviour on the playground.

The children will undertake training in the role of a Playground Buddy that will enable them to be able to peer-mediate low-level issues during playtimes and be able to 'be-friend' children who have no one to play with and encourage them to play games with other children.

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. After lunch each day, teachers allow for a short time of 'reconciliation' to address, and move on from, any issues during the lunch break. This allows children to make a calm and focused start to each afternoon session, after a lively playtime.

Moving around school

In school, we strive to maintain a calm and orderly atmosphere at all times of the school day, with children led by staff in and around the school and encouraged to move around quietly and respectfully.

Responding to Misbehaviour/Sanctions

At Our Lady of Lourdes, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying the negative behaviours, they will receive a consequence that is in line with their behaviour. These consequences and levels of behaviour will be displayed in a consequence chart which is referred to by all staff and remains consistent across the whole school.

Children will be given the opportunity to reflect on their behaviour and make plans for a positive change. It is expected that the child will take responsibility for their behaviour and endeavour to restore the balance of relationships through an apology. It is also anticipated that children will learn to manage their own behaviour through the use of class and group strategies but that they learn to develop their own strategies for controlling their behaviour. **However, if not directly witnessed, an incident must be fully investigated before sanctions are imposed.**

CPOMS LOGS

CPOM Incident/Concern logs should be completed for **EVERY** significant event.

It is expected that staff keep records of children who have displayed medium or high levels, using CPOMs. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

Verbal Warnings

Initially a verbal warning should be used which clearly explains 'why' the child is being spoken to and your expectations for how they should modify their behaviour should be clearly expressed. **The child must acknowledge their understanding of what you are saying.**

Staff are reminded of the varying degrees of acceptable "verbal warnings":

- A "quiet" 1:1 warning.
- Removal to "one-side" to allow a private conversation.

- A calm and sensitively voiced “public” warning.
- A change in tone of voice.

Yellow warning Card

Further inappropriate behaviour will result in a Yellow Warning Card being issued. Yellow cards should remain with the child until the end of the lesson/session and then there should be a time of reflection with an adult for the child on the behaviour that they have shown.

This reflection is crucial in encouraging the child in developing and modifying their own behaviour as a “way forward” should be agreed.

Sanctions “To make amends”

In addition to the “set” and automatic sanctions outlined above, and where possible (appropriate to the behaviour displayed) children should be asked to make amends for their negative behaviour. For example, letters of apology, repairing broken equipment or clearing away their mess are acceptable ways of making amends. Where appropriate, these “additional” sanctions should be negotiated with the child (e.g. “How can we make this better?”)

Time Out

Children may be sent (for an agreed period of time) for ‘time out’ in another area of the school.

Red Spots

Further inappropriate behaviour should result in a “red spot” being given to the child. This indicates that, that child will miss their lunchtime. This will be held in the Headteacher’s office/Breakfast Club area.

A letter should be issued to parents to explain why the child is missing this time and a further letter will follow should there be more than 5 missed lunchtimes. **At this point it may be important to speak to a parent either by phone or face to face to explain the letter.**

When a “Red Spot” is issued, the child should be sent to the Headteacher with a completed “red spot letter”. **It is VERY IMPORTANT that the red spot letter is issued on the day of the sanction.** A copy of the red spot letter will be retained on the child’s permanent record and attached to CPOMS.

Persistent Negative Behaviour

For persistent unacceptable behaviour, staff should consult with the SLT. The following can/may be used:

- A child can be put on a report card (set up for the age of the child.) Report Cards should be signed daily by the parent/carer, class teacher and the Headteacher.
- The child can spend lunchtimes and/or playtimes walking with a member of staff on playground duty or spend the time inside and off the yard altogether.

In the event of any physical aggression, the child should be sent to the Headteacher.

For acts of deliberate, unprovoked physical violence or severe bullying, the child/ren concerned may be excluded.

Home School Agreement

A “home-school” agreement for parents is in place and should be completed annually for the children.

Behaviour Contracts

Usually following a series of fixed-term exclusions, a Behaviour Contract, drawn up by the Headteacher may be issued. This will include a meeting with the parent(s), child, Class Teacher and Chair of Governors. The contract will clearly outline the unacceptable behaviour, the strategies which will be put into place to modify the behaviour (including support, rewards, sanctions and required home support) and the consequences of continued negative behaviour.

Children with SEMH Needs

Children who exhibit behavioural problems as a result of an identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them. A range of different strategies will be in place to support these children.

Racist Incidents

Racist incidents must be referred to the Headteacher who will follow the 'Lancashire Agreed Guidelines and Procedures for dealing with and reporting Racist Incidents in Schools.

Bullying Incidents

Staff are reminded to refer to the school's "Anti-Bullying Code"

Sanctions (conduct outside the school gate)

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member should be reported to the Headteacher.

A teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Behaviour Incidents Online

The way that children relate to each other online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At Our Lady of Lourdes, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity in accordance to our Gospel values and school rules.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst children occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. At Our Lady of Lourdes, we will sanction children when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile Phones

Mobile phones that are brought into school (with parents' permission) MUST be handed into the class teacher or the school office on arrival in school. The phone must be switched off and will be returned at the end of the school day. Children must not use the phone during the day and no photographs, videos or access to social media should occur. If the child is found to engage in any of these then the phone will only be returned to a parent/carers after a discussion about its uses.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items should be recorded on CPOMS and stored safely (normally with the Headteacher). Confiscated items would normally be returned to the parent/carer.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Inappropriate images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide when to return an item, or whether to dispose of it.

Power to Use reasonable force

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where use of force is used must be recorded on CPOMS.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Positive Touching

Our Lady of Lourdes Catholic Primary School does NOT have a 'no contact' policy. Such a policy presents a risk of placing a member of staff in breach of their duty of care towards a child or prevent them taking action needed to prevent a pupil causing harm.

- This policy was reviewed and rewritten by Liz Kendall, Headteacher
- Consultation with staff (September 2024)
- Approved by Governing Body (October 2024)

OUR SCHOOL RULES

Our School Rules

To make our school the very best that it can be, we will ...



Love

**everyone as you want
to be loved.**

Respect

**everyone and everything as you
want to be respected.**



REWARDS CHART (Display for Classroom)

If you follow the school rules and work hard...

Credits/House Points

Good Manners
Working hard
Good presentation
Showing **Love & Respect** for others
1 credit = 1 House point



Credit Book

5 Credits = Name in CREDIT BOOK
Visit to Headteacher/Deputy Headteacher
House Trophy
Class with the most House points that week
Headteacher Tea
Children with the most credits in each class

Golden Time

Credits are accumulated to give each class **Golden Time**, where they choose the activities that they would like to do.

Special Assemblies

Special mentions in Celebration Assembly
Name in **CREDIT BOOK**

VIP Certificates




Children receive these for showing our GOSPEL VALUE.
Name on Newsletter and message to parents



BEHAVIOUR CHART

Our Lady of Lourdes Catholic Primary School Behaviour Consequence Chart



Zero Tolerance (Low Level) Verbal Warnings → Yellow Cards	(Middle Level) Yellow Card → Time Out
<ul style="list-style-type: none"> • Fiddling and distracting others • Shouting out in class, interrupting • Running about in the dinner hall • Pushing, running etc. down the corridors • Unnecessary wandering around the classroom – not staying in your seat • Not lining up suitably • Rudeness (to peers and staff)/Answering back • Unsafe balancing on chairs • Rolling eyes, shrugging and 'tutting' • Lying • Name calling • Inappropriate language • Play Fighting • Throwing objects but not at people • Inappropriate noises 	<ul style="list-style-type: none"> • Telling Lies • Spitting • Refusing to work • Refusing to take consequences • Damaging/ destroying <u>other</u> people's work • Disrespectful speech and actions • Damaging objects around school • Ignoring staff instructions • Throwing objects • Threatening other children 
(High Level) Red Spots → Exclusions – internal and external	
<ul style="list-style-type: none"> • Swearing/using offensive language • Bullying/Racist behaviour • Physical assault on another child, including fighting Physical aggression towards an adult • Leaving school without permission • Stealing • Kicking, punching, thumping (etc.) objects around school: e.g., walls, furniture to damage property • Hurting other children on purpose • Making ourselves and others unsafe 	



GUIDANCE FOR INVESTIGATING AN INCIDENT

When dealing with an incident:

- **Listen** to what children have to say. They have a right to express their opinion.
- If more than one child is involved let **each** child have their say, **then** decide on a course of action.
- Stay calm.
- Try not to jump to conclusions.
- Where possible, involve the children in deciding the outcome of an incident. This encourages and teaches the children the skills to sort out their own problems.
- Be fair.
- Insist on honesty.
- Emphasise that children can choose how to behave and those behaviours have consequences.
- In any reprimand, ensure that it is clear that it is the behaviour that is unacceptable, not the child.
- Inform all relevant members of staff – CPOMS will automatically alert staff but, a discussion can also be useful
- Continually remind children to tell an adult if someone does something to them that they do not like, and to keep telling until the problem is sorted out so that they are happy about it.

By following the above guidelines, confrontations are usually avoided. However, if a confrontation situation begins to develop:

- Stay calm;
- Be quiet and confident
- Do not take personally what the child says;
- Do not let the inappropriate behaviour (e.g. yelling, threatening) incite your anger
- Try not to mirror the inappropriate behaviour (e.g. yelling back)
- Take your time, think about what you are going to do and say;
- Keep talking calmly and quietly to the child.
- Acknowledge how they feel;
- When the child has become calmer, talk to them in a quiet place about the incident and its consequences.

After dealing with an incident, all children should be asked if they are happy with the way the incident has been dealt with and if the sanctions imposed (if any) are fair. The outcomes of this conversation should be recorded on CPOMS of an Incident Log.

ANTI-BULLYING CODE

- Every pupil in Our Lady of Lourdes Catholic Primary School has the right to enjoy learning, free from intimidation both in school and the surrounding community.
- Our school community will not tolerate any unkind actions or remarks, even if they are not intended to hurt or offend.
- Any unkind or hurtful comment will be considered to be bullying.
- Pupils should support each other by reporting all instances of bullying.
- Bullying will be dealt with seriously.
- We are an “open – listening” school. Bullying is too important not to report.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

School policy reviewed July 2025 and small amendments made by Liz Kendall (Headteacher)

Communicated to all staff: 1st September 2025

Agreed by Governing Body:

Review: July 2026

