



Behaviour and Discipline Policy

Version 2

Policy Date:	October 2023
Policy Review Date:	October 2026
Approved by Governors (date of meeting)	19 th December 2023

Document History:

Date	Amendments
October 2023	Removal of social distancing procedures from main sections but included separately for future reference Item 11 under strategies Inclusion of Home/School agreement as Appendix 3 Copy of Teachers Behaviour Log as Appendix 4
June 2020	Amended to include social distancing

OVERVIEW

Good behaviour is central to all we do in this school, high standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the Reward and Sanctions Policy will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

OBJECTIVES

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

STRATEGIES

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem, they will discuss it with the Head teacher who will agree an appropriate strategy of help and support.
8. The Head teacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the Head teacher will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanction may result in the child being excluded from school by the Head teacher in accordance with the Local Authority Children's Exclusion Guidelines.
11. All behaviour incidents will be logged on the school system and SMT will upload necessary information onto CPOMS.

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

FUTURE REQUIREMENTS FOR SOCIAL DISTANCING

In the event of future pandemics and the need for social distancing the policy will be revised in line with this:

OBJECTIVES: To protect staff/children during the pandemic by following social distancing rules.
STRATEGIES: In regard to endangering staff/peers with refusal to follow social distancing a child will not be allowed to attend the setting.

NB: Appendix outlines the three levels of behaviour.

- Appendix One – Levels of Behaviour
- Appendix Two – Sanctions/Strategies
- Appendix Three – Home/School Agreement
- Appendix Four – Copy of Proforma log for recording of incidents

NEGATIVE BEHAVIOUR AND CHOICES AT OUR LADY OF LOURDES RC PRIMARY SCHOOL

We divide unacceptable behaviour into three broad bands:

(a) Level One

Misbehaviour that can effectively be managed within a classroom environment by the teacher.

(b) Level Two

More serious behaviour that is not easily managed within a classroom environment. Class teacher may involve parents. Notifications of other staff. Involvement of the Head teacher.

(c) Level Three

Very serious behaviour OR persistent Level Two behaviour. Formal involvement of the Head teacher and parents. Additionally Behaviour Support and/or other outside agencies may also become involved.

A record of incidents of Levels Two and Three will be kept. Each teacher will have a proforma by which to add the occurrence to the Head teacher and then, if necessary, it will be added to CPOM's. This is an electronic log which is located on the home screen on all teachers' desktop computers (OLOL Confidential Pupil Behaviour Log); where each class has their own tab to complete.

This will follow the ABC method:

A – Action / Cause

B – Behaviour

C – Consequence

LEVELS OF BEHAVIOUR

Level One	Level Two	Level Three
Not on task	Persistence of Level One	Persistence of Level Two
Disrupting another child/ chatting in class	Refusal to work	Vandalism of school buildings/ property
Distraction/interruption	Defiance	Major disruption of class activity
Answering back	Deliberate destruction of another child's piece of work	Stealing/intent to steal (persistent)
Not taking instruction	Minor vandalism	Repeated incidents of bullying
Telling lies/getting others into trouble	Stealing/intent to steal	Violent hitting, kicking, fighting
Verbal abuse/minor bad language	Direct verbal abuse/racial abuse	Aggressive violent behaviour, causing deliberate injury
Unsafe movement around the classroom/school	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Unsafe behaviour	Isolated acts of violence – kicking, hitting, thumping etc	Dangerous refusal to obey instruction
Careless damage	Bullying, persistent name calling	Leaving school premises without consent
Destruction of property		
Playtime incident (first occurrence)		

SANCTIONS/STRATEGIES

Level One	Level Two	Level Three
Reminder of sanctions and strategies in class. Repositioning within class or outside. Quiet discussion with the child.	Reminder of sanctions and strategies in class. Time out in a different class. A record is made, to be kept in class, of the incident. Loss of privileges. Sharing the incident with colleagues and parents.	Reminder of sanctions and strategies in class. Time out with SMT (supervision) Sent to SMT. Parents invited into school for formal discussion with HT and CT. Record of the incident is made. Action plan agreed involving school and parents. Involvement of other agencies. Exclusion.

HOME/SCHOOL AGREEMENT

(this agreement is included in the combined form, Permission Consent Form which all new starters to school complete during their induction)

Pupils achieve their best when teachers and parents support each other in partnership

In partnership the school expects parents/carers to:

- encourage their children in carrying out their responsibilities as baptised Catholics,
- any non-Catholic children are encouraged to share in the life of the school community,
- let the school know about any concerns or problems that might affect their child's work or behaviour,
- support the school's policies and guidelines for behaviour,
- endeavour to send their children to school regularly and on time,
- send their children into school in full school uniform,
- take an interest in progress, homework, activities and attend parents' evenings,
- allow the school to carry out tests when appropriate to ensure the needs of your child are met.

In partnership the parents/carers expect the school to:

- ensure that the children are taught the teachings of the Catholic Church, to enable them to carry out their responsibilities as baptised Catholics,
- encourage the non-Catholic children to share in the school community,
- let parents know about any concerns or problems that affect their child's work or behaviour,
- send home an annual report with assessment information,
- arrange Parents' Evenings during which progress will be discussed,
- keep parents informed about school activities through weekly newsletter, letters home, text messages and notices about special events.

In partnership, the school and parents expect each pupil to:

- participate in the religious life of the school,
- work and play amicably with other children,
- arrive in class on time,
- bring reading books and PE kit,
- respect the learning of others,
- follow the class and school rules,
- try their best, to show respect to staff, other children and visitors,
- demonstrate respect for the school premises and its resources.

NAME OF PARENT/CARER: _____

SIGNATURE OF PARENT/CARER: _____

DATE: _____

Our Lady of Lourdes RC Primary School
Confidential Pupil Behaviour Log
2023-2024

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I can do great things with God's love!