OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

The Good Shepherd Primary Catholic Academy

Behaviour Policy



"Let your light shine before others, so that they may see your good works and give glory to your father who is in Heaven" – Matthew 5:16

The Good Shepherd Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a community, we focus on praise, rewarding good behaviour, and in so doing, we actively encourage positivity and growing self-esteem in the children.

We recognise that sometimes the wrong choices are made, resulting in behaviour that is unacceptable. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start afresh.

'The Good Shepherd Way' - Our School Values

At The Good Shepherd Academy, we are resolute in our aim to support our children to grow into adults who **respect** all; **show gratitude**; **serve others**; are **merciful**; **show generosity** with their time and actions; are **courageous** in their beliefs; **be joyful;** and aim to **achieve their best** in all they do. We believe that these eight core values will enable our children to achieve our motto: **"Loving Jesus in all we do".** Our aim is that, through explicit teaching and practice over time, these values become virtues (habits). As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Our school values are taught and practiced through our Behaviour Curriculum, known as 'The Good Shepherd Way'. The curriculum is taught explicitly during the first week in Advent term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'The Good Shepherd Way' is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'pedagogical principles' of Doug Lemov and Barak Rosenshine. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of each term).

Respect	Gratitude	Serve Others	Mercy	Generosity	Courageous	Achieve our Best	Joyful
Hands over our hearts when walking into Liturgical Prayer Eye contact when talking to others Use people's names when talking to them	Thank people for what they have done for us	Hold the door open and allow others to pass through the doorway	Behave in a gentle, caring and helpful way towards all people	Include others in games and share equipment	Loud and Proud speaking	Use fantastic walking around school so that learning isn't disrupted SLANT behaviours High standards of presentation in our books	Smile at people we meet Greet people by saying 'Good Morning, Good Afternoon' and asking how they are

For more information about 'The Good Shepherd Way', please see our Behaviour Curriculum document.

Supporting the Children

At The Good Shepherd Academy, we encourage good behaviour by:

- Expressing our faith and the religious teachings of the Catholic Church.
- The implementation of our Behaviour System and Behaviour Curriculum.
- Being a good example to the children demonstrating mutual respect.
- Using the Pupil's Homework Diary to encourage home contact and communication where appropriate.
- Working together as a team.
- Acknowledging improvements in a young person's behaviour and building positively on them
- Using our Rewards System to good effect.

Our Reward System

Throughout the Academy we reward children in the following ways:

1. **Verbal and non-verbal congratulations**

2. **Mission Merits** are given to children who have made good behaviour choices, which live out our school values. When they receive a merit, the children will add this to their 'Class Dojo' page, in order to keep track of their merits. For every 50 achieved, they receive a ticket which they exchange in place of a reward. The child takes their ticket to the office, at the end of the day and chooses their reward from a selection available.

3. **Compliment Cards** are given by any member of our school community (teachers or children) to anyone who has lived out one or more of our school values. The compliment card will show which value has been seen and a small comment added to show how this was lived out. These will be placed on the class prayer tables and collected periodically by class prayer leaders, who will place these on our 'Compliments Tree' in the hall.

4. **Weekly Celebration Assembly** – Each week there is a Celebration Assembly during which we nominate children from each class to be recognised and congratulated for their positive contribution to school and classroom life. This alternates between KS1 and KS2. During the assembly, certificates are awarded to children from each class. Certificates include:

   <u>The Missionary Award:</u> This is given to one child from each class who has tried hard to live out our school mission following in the footsteps of Jesus and trying hard to live like Him. In this way, these children are exemplary in all that they do. The class missionaries wear a special medal in school and get certain privileges throughout the week e.g. to lead their class line and to share a meal with the headteacher.

   <u>Star of the Week Certificates:</u> These are awarded to children who demonstrate hard work in either Maths or English and a wider curriculum area.

   <u>The Friendship Award:</u> This is given to children who display the characteristics of being a good friend to others – both in class and on the playground. Teachers consult with the midday supervisors when choosing this award.

   The certificates are given out in Key Stage Celebration Assemblies to which parents are also invited. During the Celebration Assembly, each class teacher shares the reason each child has been chosen, accentuating the positive attitude and behaviour of the child that week.

5. **Star in the Jar:** This is given by the headteacher to children who have been making good progress with their work. They put a star in the jar and receive a pencil to encourage them to keep on improving their work.

Sanctions and Consequences

Sanctions

The Good Shepherd employs a number of sanctions to ensure a safe and positive learning environment. We employ a traffic lights system in each classroom and learning area and this is used appropriately for each individual situation. There is a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development.

As a loving school, our children listen carefully to adult instructions and to their peers. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.

Children are expected to try their best in all activities. If they do not do so, we may ask them to redo a task so that they are encouraged to try their best and to reach their full potential. Occasionally, this may mean children need to miss the first few minutes of their playtime to finish a task.

If a child's behaviour falls below what is expected at the Good Shepherd, the teacher/teaching assistant uses the traffic lights system which is as follows:

- All children start the day on green
- If a rule is broken, the child receives a verbal or non-verbal warning
- If the behaviour continues, the child is asked to move their name to orange
- If again, the child is asked to go to their paired class for five minutes time out
- If the behaviour continues after the child returns to class, reflection time is given during the child's lunch play
- If a child receives more than 3 warnings (moved to orange) in 1 school week, this will result in a reflection time
- In Key Stage 1, all children return to green for the afternoon sessions.
- Children in Early Years/Year 1, go to a reflection time with another teacher. They are only brought to a member of SLT if there is a serious breach of the behaviour policy

Throughout the day, children will have the opportunity to earn their way back up the traffic lights if their behaviour improves. This supports the school ethos of modelling to the children that while we all make mistakes; we can also rectify them by making better choices in the future.

An instant reflection time is given for swearing or intentionally hurting another person.

The class teachers discuss the school rules with each class. The children discuss the rights they all have in school and then the responsibilities that go hand in hand with these. In addition to the school rules, each class also has its own classroom code, which is agreed upon, signed by the children and displayed on the wall of the classroom. In this way, every child in the school knows how we should show love and care to each other as part of our Catholic community. If there are incidents of inappropriate behaviour, the class teacher may choose to discuss these with the whole class as part of a PSHE lesson. Our PSHE curriculum includes 'Room to React' moments throughout the year so that class teachers can react to issues that arise in school or in the wider world.

Reflection Time

If a child receives reflection time, they are to miss the first part of the next lunchtime (15 minutes KS1, 20 minutes KS2). Reflection time is overseen by a member of the Senior Leadership Team and takes place in a classroom or in the headteacher's office.

Reflection time is a chance for the child to reflect upon their behaviour and talk through positive next steps with a member of staff. In instances where a child has hurt another child, the child will be expected to apologise. As part of our merciful school community, the other child is encouraged to forgive wrongdoings and start afresh.

A letter is sent home after each reflection time and the parent is asked to sign and return a slip to acknowledge they have discussed their child's behaviour with them. If a child receives three reflection times in any one term the parents are required to come into school for a meeting to discuss their child's behaviour. This may result in their child being put on a behaviour plan which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.

The school keeps an electronic record of each reflection time via our online system, CPOMS, and this is reviewed half termly by a member of the Senior Leadership Team to look for patterns in behaviour.

Behaviour in the Early Years Foundation Stage (EYFS)

Our Nursery and Reception children flourish best when their personal, social and emotional needs are met with clear and developmentally appropriate expectations for their behaviour. It is important to us that all children in Nursery and Reception are happy, secure and safe. We aim to educate them on boundaries, rules and limits and want our children to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning. At the heart of our Behaviour Policy, we remind our children of our mission statement, especially where we "love Jesus in all we do". We aim to introduce and teach our children our eight school values.

Throughout the curriculum, we foster a sense of community and how to care for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities. We have regular circle times to provide opportunities to develop themes such as friendship, thoughtfulness, sharing, and our emotions. Children are given the opportunity and vocabulary to be able to discuss these topics, share their own experiences and identify times when they can help and support others. We provide a stimulating, caring, purposeful learning environment throughout the Foundation Stage where every child feels valued and is given the opportunity to achieve their full potential.

Special Educational Needs

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. This is discussed with the classmates of those children so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

The SENCo regularly updates staff on the needs of specific children in school and advises on how best to engage positively with them and avoid confrontation.

On the very rare occasions that a pupil's behaviour is dangerous; or puts them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is the last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Nominated members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

When implementing our Behaviour Curriculum, we are conscious that this is applied different for children with specific needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the Behaviour Curriculum.

Non-negotiable behaviours

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

There are four kinds of behaviour, which are totally unacceptable in our school:

1. Bullying, intimidating, threatening, or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent towards others, threatening violence, including the possession, use, or threat of use of a weapon, or deliberately causing harm to another person.
4. Deliberately damaging school or other people's property.

These behaviours will lead to the immediate involvement of the headteacher and/or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

Exclusion

The Good Shepherd is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed-term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

The School in the Community

We encourage our pupils to feel pride in themselves, in our school and our wider community. This means that we expect our pupils to follow 'The Good Shepherd Way' and continue to practice our school values while on educational visits and whilst on their way to and from school. If pupils are disrespectful to others while out on a school visit, or during an evening or weekend residential, it will be dealt with by school adults.

After School Clubs

If a child does not behave according to the Good Shepherd behaviour expectations while taking part in before or after school activities, they will be asked to have an appropriate amount of time out in a safe space to reflect on their behaviour. This is dependent on the age and stage of development of the child. If this behaviour continues, the teacher or provider will speak to the child's parent. If the behaviour is repeated, the child may be prevented from attending further sessions until their behaviour improves.

Pupil Transition

When a pupil from The Good Shepherd moves to another school, either in Year 6 or any other Year group, we will ensure that the new school is informed of any relevant behavioural issues encountered. In this way, we will ensure that the transition is smooth and well supported for the benefit of the child.

Equal Opportunities

As a Christian Community, The Good Shepherd is an inclusive academy and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. We aim to foster an

appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves responsibly during lesson time and around the school.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Every class teacher is responsible for ensuring very high expectations of behaviour from all pupils in and around the school.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school electronic recording system, CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher or other senior members of staff, including the SENCo.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with specialists from our local authority SEN Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also refer to the school designated safeguarding person (DSL) if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, setting the standards of behaviour, and supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child.

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We explain the school rules in our annual Meet the Teacher events and also as part of the induction paperwork for new starters.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement which is located in the children's Homework Diary and is signed by parents and children annually at the beginning of each year. We aim to always build a supportive dialogue between

home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of poor behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If discussions cannot resolve the issues, parents have a right to lodge a formal complaint in writing to the governing body in line with our school complaints procedure.

The Role of the Governors

The governing body has the responsibility for monitoring these guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may advise the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The headteacher monitors the effectiveness of this policy regularly. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for future improvements. The policy is revisited annually every September by the whole staff at the first INSET.

The school keeps a record of incidents of concerning misbehaviour on CPOMS. We may also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written or verbal details of any incident which, if deemed significant enough, are recorded by the class teacher or teaching assistant on CPOMS. These logs are viewed by one of the designated safeguarding leads.

The headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently. This information is reported termly to the governing body. It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

Review

This policy was reviewed by staff as part of an INSET day in May 2026. The governing body reviews this policy every two years. The next review is Advent term 2026. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy is used in conjunction with the Our Lady of Lourdes Behaviour Policy and the school's Anti-Bullying Policy.