



Relationships Policy St Mary's and Our Lady of Grace Catholic Academies

Our Vision
"Many Hearts, One Accord"
"Do whatever He tells you"



***Many hearts, one accord: In God's love we grow and
learn together to build the kingdom of God.***
(School Mission Statement)

In accordance with our Mission statement, at St. Mary's and Our Lady of Grace we strive to secure a shared vision for all associated with our school community. Fundamentally, we aim:

'To provide a nurturing environment which seeks to promote the development of self-respect and respect for others.'

In order to achieve this successfully, we are firmly committed to the following objectives:

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To maintain a safe, harmonious environment, which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To explicitly teach a behaviour through a curriculum which reflects the values of the school, readiness to learn and respect for others.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

At St. Mary and Our Lady of Grace the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

School Rule	Why we have this?
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Respect for God	This is central to our ethos as a Catholic school. Christ is at the centre of all we do in school. We recognise that we are all made in His image and likeness and that we look to God to be our guide, our comfort and our protector. We hope to live in the way that God wants us to and all children have the opportunity to grow closer to Him through prayer and worship and develop the talents that God has blessed them with, allowing them to be who God created them to be. We all need faith to enable us to grow: physically, spiritually, academically and in maturity.
Respect for oneself	In order to respect others, we need to first respect ourselves. We want to take pride in the person we are, in our uniform and in our work. We need to have self-worth in order to inspire and establish that worth in others. Respecting ourselves allows us to flourish and achieve our God given potential.
Respect for others	We show respect for others because this is fulfilling Jesus' command to 'Love one another as I have loved you.' It is the foundation for good, positive relationships between all stake holders in our school as it enables inclusivity, equality and acceptance of others. It enables us to show love and kindness and provide a secure, happy and safe environment for all.
Respect for other people's property and belongings	This encourages our pupils to look after the world God has created and live out our CST principles as stewards of creation. It teaches them the importance of respecting the feelings of others when using something that belongs to someone else. It enables pupils to appreciate and look after things they are given and helps to establish relationships built upon respect, which will be important not only in our school but throughout pupils' lives. We want them to be responsible and considerate citizens.

Rules, Expectations and Standards

Within the above framework, a set of clear rules and expectations have been negotiated with the school committee, staff, pupils and parents in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday supervisors and **all** pupils. Consistent and clear language is used by all staff and children to create a positive culture within school. Here at St Mary's and Our Lady of Grace we expect the children to be **SMART...**

Smart Uniform

Move Sensibly

Act with Jesus' kindness

Respond respectfully

Try your best

Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit.

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2) Shoulder length hair should be tied back at all times using a bow or bobble in the school colours (navy blue and white). Highlights/Lowlights, bleaching or colouring of any kind are not permitted. Small bows or hair bands may be worn but these must be in the school colours (blue and white). See **Appendix 3** for a full list of uniform expectations.

Roles and Responsibilities

It remains the overall responsibility of the Principal and Head of School to ensure that high standards of behaviour are maintained on a daily basis. However, at St. Mary's and Our Lady of Grace **we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.** For further roles and responsibilities of SLT see **appendix 2**

A 'Code of Conduct for Adults in School' has been shared and agreed by all involved in working within our school community. (See **appendix 1**).

In addition, the school has developed and shared 'The St Mary's and Our Lady of Grace Way to Teach' - a framework designed to establish a shared language around excellent teaching across our schools. At the core of this framework are ten guiding principles. These statements represent the values we collectively uphold as a community and believe are essential to delivering outstanding teaching and learning for our pupils. (See **St Mary's Way to Teach / Our Lady of Grace Way to Teach**)

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. Pupils in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered reflective of the positive attitudes and standards to which all pupils should aspire.

School Council

The head boy, head girl and two representatives from each class in Years 2 - 6 meet regularly with the Head of School, PHSE leader and/or safeguarding officer, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the Principal for future reference at staff meetings, where appropriate. Representatives from the school council are expected to provide prompt feedback to their peer group. The involvement of the school council in selecting appropriate equipment for the playground has proved to be particularly successful and we look forward to many more positive ideas from our children.

Playground Leaders

Playground leaders have been selected from across KS2. Playground leaders play a vital role in our schools by promoting positive relationships, inclusion, and a sense of responsibility among pupils. They help create a safe and supportive environment where all children feel heard and valued. By modelling respectful behaviour and helping to resolve minor conflicts through restorative conversations, playground leaders empower their peers to take ownership of their actions and build stronger, more compassionate connections with one another.

Social Capital

Social capital in a primary school refers to the strength of relationships, trust, and shared values among pupils, staff, families, and the wider community. It plays a crucial role in creating a supportive and inclusive school culture where everyone feels connected and valued. High levels of social capital enhance collaboration, improve communication, and foster a sense of belonging, all of which contribute to better learning outcomes, positive behaviour, and overall well-being for pupils. At St Mary's and Our Lady of Grace, we prioritise building strong relationships with our families from the very beginning through a thorough and welcoming induction process. Parents are regularly invited into school to celebrate their child's achievements and actively participate in their learning journey. A range of practices and procedures are in place to ensure that each child's social capital is nurtured and strengthened.

Current Practice and Procedures

Rewarding Achievements and Behaviour

The following methods will be used by adults to reward positive behaviour, good work or demonstration of personal values mentioned previously:

- Positive acknowledgement or verbal praise to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, eg. stickers.
- The use of achievement point class charts are used to celebrate children's behaviour, work and growing in their faith. These are placed and communicated to parents via the 'Arbor App' and once a child has reached a milestone (as outlined in **Appendix 4**) they will receive their appropriate reward. Teachers will award the achievement points onto

Arbor regularly throughout the week. Over and above behaviour is rewarded by all staff.

- Achievement points are collated in to the school's four house teams. A visual display in the hall is used to acknowledge and celebrate each house team on a weekly basis.
- Special person/helper/prayer leader of the day award.
- A member of SMT will complete a ½ termly analysis of achievement points rewarded within each class.
- Public acknowledgement of progress in weekly 'Celebrations' assembly.
- Headteacher's award - for one pupil in every class. A text will be sent to parents to let them know their child will be receiving an award.
- Pupils are awarded 'Top table' gold cards which are distributed by midday supervisors to reward positive behaviour at lunch times. These children are given certificates in the celebration assembly.
- Pupils are awarded the 'Goldfinch Award' when they display the behaviours in accordance with the Values and Virtues (weekly). In each class, the children are able to nominate someone who they feel has displayed the virtues/values that week; there will be a nomination box in each classroom and this will decide who receives the award.
- Each week, teaching staff and/or members of the Senior Management Team will make telephone calls to parents to share positive achievements from the week.
- Termly letters to parents of pupils commended for effort, progress or attainment.
- Attendance awards, including a trophy presented weekly for the class with best overall attendance.
- Stickers for attendance, awarded on a termly basis and gold, silver and bronze certificates awarded on an annual basis
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care and overall class prize in every year group.
- The presentation of subject prizes for exceptional achievement in core subjects and arts, to pupils in Year 6.
- A variety of individual trophies presented to individuals who have demonstrated generosity of spirit and contributed overall to most aspects of school life during their time at St Mary's.

A celebration assembly for whole school, key stage or class is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day. Photos of pupils who have received awards within weekly celebration assemblies will be shared on the schools' websites and Facebook pages.

A variety of awards are presented for a range of successes and achievements, including those listed above. In Key Stage One and Two, a house shield is awarded to the team collecting the highest number of achievement points that week. House captains collect and place the shield on the star board, on behalf of their team.

Every Friday, a child from each year group will be selected by the lunchtime supervisors for the use of good manners and behaviour. They will receive a golden ticket and invited to sit at the 'top table' with a chosen friend. They will also be invited to the front of the line.

Recognition boards

At St Mary's and Our Lady of Grace, we use 'Recognition Boards' in classrooms to recognise and celebrate good behaviours. The boards are a deliberate attempt to advertise the behaviour staff would like to see. The aim is for children to get their name on the board and be 'recognised' for demonstrating specific desired behaviours. The specific behaviour is chosen by the teacher and can be changed as and when necessary (each lesson, each day, each week etc). Behaviours that are chosen are related to effort and not linked to academic achievement. Behaviours listed on the board should be worded positively, for example, instead of 'do not interrupt' you may use 'one voice at a time.' Once a child's name is placed on the board, it is not removed until the desired behaviour is changed. We believe children need to learn that separate incidents have distinct outcomes. E.g. a child that behaves poorly or inappropriately is still capable of then demonstrating positive behaviour and being recognised for it. Positive and negative incidents regarding behaviour are dealt with separately and are not linked.

Social and Emotional Learning

Our academies have employed the principles and strategies of Social and Emotional Learning.

Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (EEF)

Three broad categories of SEL interventions can be identified:

- School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;
- Universal programmes which generally take place in the classroom with the whole class; and
- More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.

Through the teaching and learning of 'The Jigsaw Approach to PSHE' all children at St Mary's and Our Lady of Grace are taught to understand what behaviour is expected and encouraged and what is prohibited. All children will have opportunities to develop their self-feelings, thoughts and ideas using a range of concepts that will allow to build on their social skills, emotional skills in a mindfulness and spiritual way. We inspire the children to ask questions

about themselves and the world around them; and endeavour to give children the life skills that they need to continue on in life after education.

Responding to Inappropriate Behaviour

The first priority at St Mary's and Our Lady of Grace is to ensure the safety of pupils and staff and to restore a calm environment in which all pupils can learn and thrive. It is important that staff across the school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed and it will be addressed in the same way no matter which member of staff is dealing with the incident(s).

Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve.

Sanctions

Although rewards and positive praise are paramount in encouraging good behaviour, there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour in order to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is very powerful.

The use of sanctions are characterised by certain features:

- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future punishment.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.

Inappropriate behaviour is dealt with privately in a calm and respectful manner, modelling expectations for pupils. Adults need to be clear about the behaviour that is being challenged or reinforced, ensuring that language is specific, avoiding generalisations. Adults should not raise their voice.

Low level inappropriate/poor behaviour

Staff are entrusted to manage inappropriate/poor behaviour promptly and effectively, in accordance with school policy. Should a child exhibit low-level, inappropriate behaviour (e.g., not conforming, disrupting other children etc.) the following will occur:

Low Level Inappropriate/poor behaviour recognised by an adult

Step 1) The child is prompted to follow a specific rule from the relevant member of staff.

e.g. "Remember to respect others during this task, thank you"



Inappropriate/poor behaviour continues

Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).

e.g. "This is the second time I am having to remind you. Remember to respect others during this task. If it happens again, we will need to talk about it in your own time, thank you"



Inappropriate/poor behaviour continues

Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to stay behind during break / lunch time and have a restorative conversation.

e.g. "I have noticed that you have not followed the school rule. As a consequence, we will discuss your behaviour in your own time today. I want to see the best version of you for the rest of the lesson/day/lunchtime, I know you can do it. Thank you."

The above scripts used by teachers may differ in language used depending on the age of the child (see appendix 5)

Restorative Conversation

This will then be followed up with a restorative conversation with the member of staff, guided by the questions below:

What happened?

What were you thinking at the time and what have you thought since?

Who else has been affected and how did your actions make others feel?

What can you do to make things right?

What might you do differently in future?

Each restorative conversation will be led by the adult in charge and the questions asked will depend on the child's age and also their ability to communicate their own feelings and actions. The emphasis of the conversation is to make sure the child sees the impact of their behaviour and the impact it has on others around them. The focus is on the outcome and not the punishment.

Serious behaviour incidents

Incidents of a more serious nature (e.g. verbal aggression, the use of foul language, arguing with an adult etc) will incur a different response. The adult will skip straight to stage three and the child/children will have to complete a behaviour incident form (see appendix 6) during their own break and/or lunch time (KS1 and KS2). The child will be asked to think about what they have done, the school rule that they have broken and what they can do to put it right. The incident will be recorded on CPOMs by the member of staff and they will alert a member of SLT.

If a child's name is recorded on CPOMs linked to significant or continuous behaviour incidents on three separate occasions, parents will be invited in to school for a meeting to discuss the matter with the key stage leader, Head of School or Behaviour Lead. Each half term a behaviour analysis will be completed and shared with SLT. This will allow staff to monitor behaviour of individual or groups of children and to provide further support where necessary, for example, referral for learning mentor support, emotional literacy support, etc.

In exceptional circumstances, children may be sent to a member of SLT or the Principal, to discuss their behaviour and how it can be improved. This will be followed up with a phone call home to inform parents.

'Time Out'

Children who are in crisis and are significantly dysregulated may require a short period of time to calm down, or consider their actions prior to restorative conversations taking place. In these instances, pupils should be given access to a calm, quiet space or activity (use of fidget, going for a walk, sensory room/area, weighted blanket). Once the child has calmed down and regulated their emotions, the restorative conversation can take place.

On such occasions, it may be necessary for some children to be supervised by an experienced adult during 'time out' sessions. These children may already be attending mentoring sessions, have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support. During these instances, the school Learning Mentor may be deployed to supervise a child, under the direction of the Principal or senior staff.

Exclusions

In cases involving inappropriate behaviour during break-times on a regular basis, parents may be asked to remove children from the school premises during lunch break periods for a fixed period.

Any incidents involving violence, racism or bullying will not be tolerated and will be dealt with seriously. This may result in children being excluded from school for a fixed period.

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to the key stage manager, in another classroom. It may be necessary to refer children to the Principal or Head of School. **Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision.**

On occasions, the Principal may decide to send the pupil to another school within the collegiate where a member of staff would accompany them for a fixed period.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort.

On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The Principal or Head of School will promptly complete the formal documentation and forward this to the local authority.

Racism

If a racist incident has been reported a member of SLT will investigate further. An incident form will be completed and shared with SMT and governors. Parents of both the victim and perpetrator will be contacted. It remains the responsibility of the Principal to provide an annual report to directors of all racist incidents in school. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially reported to the LA. St. Mary's and Our Lady of Grace takes the clear view that racism in any form will not be tolerated. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism the Head of School or Principal informs parents from both perpetrator and victim.

Sexual Harassment and Violence

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school. This includes:

- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour
- Online sexual harassment

Sexual violence refers to an act which would be considered a sexual offence under the Sexual Offences Act 2003.

If a sexual harassment incident has been reported a member of SLT will investigate further. An incident form will be completed and shared with SMT and governors. It remains the responsibility of the Principal to provide an annual report to directors of all sexual harassment incidents in school. It is a requirement that **all** sexual harassment incidents, involving adults or children, occurring in school are officially reported to the LA. Incidents of sexual harassment will be dealt with in a confidential and stern manner and investigations will take place as to why the child is behaving in this way.

Where there has been a report of sexual harassment, a risk assessment will be completed. This identifies

- appropriate support and protection for the victim,
- whether there may have been other victims,
- how to protect the victim / other children from future harm
- how to make the location of the incident safer

In all cases of sexual harassment the Head of School or Principal informs parents from both perpetrator and victim.

Behaviour Expectations and pupils with Special Educational Needs (SEND)

Some children may experience difficulties with behaviour for a variety of reasons, including identified special educational needs, which may affect their ability to access the curriculum and impede their learning. When a child is identified as having SEND, the graduated response is used to assess, plan, deliver and then review the impact of the support being provided. It may be necessary to plan appropriate strategies to support learning and development through the production of a pupil passport with a focus on the social and emotional needs of the child. For example, planning movement breaks for

children who find it difficult to sit for long periods of time, adjusting seating plans to allow children to be closer to the board and adjustments to routines, allowing pupils access to concentration aids etc. In these cases, children will be identified and placed on the school's special needs register. In some cases, should the strategies prove inadequate, it may be necessary for the school to seek support from other professionals and/or apply for an Education Health and Care plan (EHCP). In all circumstances, parents will be fully consulted and informed of procedures and outcomes. **Harassment of pupils with a disability will not be tolerated.**

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. A member of SLT will be visible at the beginning and the end of the day to engage and welcome pupils, parents and staff. Children will be greeted positively by a familiar member of staff every morning when entering their classroom. Whilst it remains the overall responsibility of parents to supervise their children before and after school, children are expected to continue to observe the school rules and dress code/ at all times whilst on the premises. Children may leave the school in PE kits if they have stopped for an after-school activity requiring them to wear them. Pupils are encouraged and reminded that they are representatives of the school at all times and their behaviour affects the positive culture of the school.

Lunch-time Procedures

Children in the Foundation Stage will be supported to go to the toilet and wash their hands in preparation for lunch. Lunch times within the Foundation Stage is an integral part of their learning day where children will be learning and developing skills such as independence, choosing what they would like to eat and drink; social skills, eating appropriately with others; and physical skills, using a knife and fork. Once children have finished eating they will be encouraged to go to the toilet and wash their hands before choosing a play based learning activity supported by the Foundation Stage Staff.

Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch, children are supervised outdoors by midday supervisors and should not re-enter the school buildings without permission. Pupils in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of midday supervisors.

Key Stage 2 pupils are expected to stop when the lunchtime staff ask. Children will walk directly and sensibly into class, following instruction by the members of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunchtimes and staff have agreed an agreed code of behaviour. Children receive achievement points for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the Heads of school and/or the Behaviour Lead.

During playtimes and lunch-breaks, children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately. Under the leadership of the PE leader, playground leaders have been trained to organise games and activities. Midday supervisors are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

Procedures for Wet Playtimes

During wet playtimes, children are expected to remain in their classrooms under the supervision of the duty staff. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Year 6 pupils will assist in the supervision of younger pupils.

Every classroom should contain a wet –playtime box, which should be used solely during wet break-time and lunchtime periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

Code of Conduct for Adults in School

In accordance with our School Mission Statement and Catholic ethos, interaction between all adults, including parents, parent-helpers and school staff, is based on mutual respect, as stipulated in our 'Code of Conduct for Adults in School.' Staff should uphold our whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits.

Verbal or physical abuse towards staff is not tolerated at any time, (see Appendix 1).

Parent-Helpers

St. Mary's and Our Lady of Grace welcomes and values assistance from parents in classrooms. As part of our safeguarding children procedures, all adult helpers working regularly in school complete DBS checks. Prior to working in classrooms, adult helpers meet with a member of the school's Senior Management Team to clarify any concerns and sign confidentiality agreements.

Communication with Parents

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times. We believe the involvement and cooperation of parents in supporting our school relationships policy is essential for its success. The school's relationship policy is shared with parents and they are asked to agree and sign a 'Home School Agreement. Parents are encouraged to reinforce the policy at home as appropriate. If a parent has a concern about the management of behaviour, we encourage parents to raise their concerns with us whilst continuing to work in partnership with us.

The Arbor app will be used to communicate achievement points given and the reasons that the child achieved them. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff or Principal, it may not always be appropriate to address concerns immediately, eg. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment to discuss any issues and can be assured that all concerns will be addressed promptly.

This policy was agreed by staff on

This policy was approved by School Committee on

This policy will be reviewed by the School Committee on

Signed _____ Chair of School Committee

Appendix 1 Code of Conduct for Adults in School

As a Catholic Academy, we recognise and value each individual, made in the likeness of God and should strive to apply the Gospel values of respect, justice and tolerance in our daily interaction with children and colleagues.

In order to achieve this we have negotiated and established a list of criteria, which guide us in our daily mission in contributing to a happy and successful learning community.

- **Be a positive role model for children, colleagues and parents.**
- Listen to and value each individual.
- Everyone should treat one another with dignity, kindness and respect.
- Acknowledge the feelings and anxieties of others.
- Positive language should always be used to reinforce the school rules
- Listen and respect the opinions of others during meetings and discussions.
- Maintain confidentiality at all times, including out of school hours.
- Never enter into discussion about individual children in public. Observe school protocol and refer any concerns to the appropriate member of staff.
- Avoid public displays of negative attitudes or behaviour, particularly in front of children.
- Praise and encourage children for their behaviour, efforts and achievements.
- Discussions about school matters should be conducted appropriately, in private, never in front of children or other adults.
- The school operates a 'whistle-blowing' policy to ensure consistency of practice in behaviour management and safeguarding all pupils, and preserving the positive well-being of staff.
- **Respect the right of every child to privacy.**
- Avoid discussion of individual children within the Staff room.
- **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
- It is school policy that any incidents involving children or members of staff are dealt with by colleagues.

Communication with Parents

Parents can be assured that school staff will listen courteously, investigate and address any issues promptly, or refer the matter to the Principal.

In discussing issues or concerns with staff in school, it is expected that parents are in agreement with the school ethos of respecting the dignity of other adults and children. **The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of Social Media.** Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

In accordance with recommended guidelines, all incidents involving threatening behaviour or aggression towards members of staff are formally recorded and forwarded to the Directors and Chair of School Committee.

Appendix 2 **SLT / Designated Staff Roles and Responsibilities**

Mrs Rathbone – Principal

- Review ½ termly behaviour analysis
- Provide an annual report to directors of all sexual harassment incidents / Racist incidents
- Contact parents where necessary
- Officially reports all sexual harassment and racist incidents, involving adults or children, to the LA
- Consistently monitors the Code of Conduct for Adults in school

Mrs Statham/Mrs Davis – Head of School

- Review ½ termly behaviour analysis
- Consistently monitors the Code of Conduct for Adults in school
- Contact parents where necessary
- Review annual risk assessments

Mrs Statham (SMA) / Mrs Davies (OLOG) – Behaviour Lead

- Support / discuss with children regarding the completion of a behaviour incident form
- Complete identified behaviour incidents on CPOMS
- Complete ½ termly behaviour analysis
- Contact parents where necessary

Key Stage Leads - Mrs Scattergood (KS1 SMA) / Mr Spencer (KS2 SMA)

- Support / discuss with children regarding the completion of a behaviour incident form
- Complete identified behaviour incidents on CPOMS
- Communicate incidents with SMT

Appendix 3

Uniform policy

All pupils are expected to wear the correct school uniform at all times. It is the policy of the School Committee's policy that all children wear the uniform, which is as follows:-

Boys

Navy sweater – with school logo
White school shirt (not fashion shirt)
School tie
Dark grey trousers
Grey or black socks
Black shoes

Girls

Navy cardigan – with school logo
White school shirt (not fashion shirt)
School tie
Dark grey skirt or pinafore that must be to knee length or below
White or grey socks or grey tights
Black shoes

Summer Term only - Girls may wear the navy blue and white checked summer dress. Boys may wear grey shorts. All pupils may wear black or navy summer sandals.

P.E. Kit

White T shirt – with/without school logo
Navy cotton shorts
Navy sweatshirt – with school logo
Navy jogging bottoms (winter)
Black plimsolls

All items of clothing should be clearly marked with the child's name.

In the interests of Health and Safety, jewellery must not be worn. This includes earrings which are not permitted even if covered with a plaster.

****PLEASE NOTE**** Jewellery, make up and nail varnish are not allowed.

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2) Shoulder length hair should be tied back at all times using a bow or bobble in the school colours (navy blue and white). Highlights/Lowlights, bleaching or colouring of any kind are not permitted. Small bows or hair bands may be worn but these must be in the school colours (blue and white).

Appendix 4

Achievement Point milestones

All rewards will be accompanied by a certificate

Milestone	Reward
25 points	pen/pencil
50 points	Felt pens or Gel pens
100 points	Mini Board game/Card game
150 points	Football or a skipping rope
200 points	£5 amazon voucher
250 points	Afternoon Tea with Mrs Rathbone 1 entry into a prize draw for a scooter

Appendix 5
Script examples specific to Key Stage

Scripts used by KS2 staff

Low Level Inappropriate/poor behaviour recognised by an adult

Step 1) The child is prompted to follow a specific rule from the relevant member of staff.

e.g. "Remember to respect others during this task, thank you"



Inappropriate/poor behaviour continues

Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).

e.g. "This is the second time I am having to remind you. Remember to respect others during this task. If it happens again, we will need to talk about it in your own time, thank you"



Inappropriate/poor behaviour continues

Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to stay behind during break / lunch time and have a restorative conversation.

e.g. "I have noticed that you have not followed the school rule. As a consequence we will discuss your behaviour in your own time today. I want to see the best version of you for the rest of the lesson/day/lunchtime, I know you can do it. Thank you."

Scripts used by KS1 staff

Low Level Inappropriate/poor behaviour recognised by an adult

Step 1) The child is prompted to follow a specific rule from the relevant member of staff.

e.g. "Remember to follow the instruction you were given. Thank you." (Repeat instruction)



Inappropriate/poor behaviour continues

Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).

e.g. "This is the second time I am having to remind you to follow the instruction (Repeat instruction). If you carry on, we will have to talk about it together at break time. Thank you."



Inappropriate/poor behaviour continues

Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to stay behind during break / lunch time and have a restorative conversation.

e.g. "“You have not followed the instruction you were given so we will need to talk about it in your own time today. I want you to be the best you can be for the rest of the lesson/day/lunchtime. I know you can do it. Thank you.”
”

Scripts used by EYFS staff

Low Level Inappropriate/poor behaviour recognised by an adult

Step 1) The child is prompted to follow a specific rule from the relevant member of staff.

e.g. "**Name**, Remember to follow the instruction you were given. (Repeat instruction – e.g. sit on the carpet). Thank you".



Inappropriate/poor behaviour continues

Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).

e.g. "**Name**, This is the second time I am having to remind you to **repeat instruction**. If you carry on, we will have to have another chat about **repeat instruction**. Thank you."



Inappropriate/poor behaviour continues

Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to be directed to an alternate activity.

e.g. "**Name**, You have not **repeat instruction** so we will need to have a chat about **repeat instruction** now."

Appendix 6 - Behaviour Incident Forms



Name:		Class:	
Date:			

Behaviour Incident Log KS1

Where did the incident take place? (please tick ✓)

classroom playground hall

school trip toilets corridor

When did the incident take place? (please tick ✓)

playtime lunchtime before school

after school during a lesson during assembly

Which school rule was broken?

Respect for God

Respect for others

Respect for oneself

Respect for other's property

What needs to happen now?



Name:		Class:	
Date:			

Behaviour Incident Log KS2

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, dinnertime, before/after school)

Which school rule was broken?

Respect for God

Respect for others

Respect for oneself

Respect for other's property

What happened in the incident?

Who was affected by the incident and how were they affected?

What needs to happen now and to positively move forward?

