



## OUR LADY OF THE ROSARY CATHOLIC PRIMARY SCHOOL

### RELATIONSHIPS & BEHAVIOUR POLICY

#### MISSION STATEMENT

*Growing Together in faith and understanding*

As a catholic school, God is at the heart of all we do. We believe that each person is made in his image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the Gospel Values in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

Our job is to teach the PUPILS we have,  
**NOT** those we would like to have,  
**NOT** those we used to have,  
But those we have right now, each and every one of them.  
They are a gift from God  
ALL of them.

This policy must be read in conjunction with the  
Safeguarding and Child Protection Policy,  
Exclusions Policy and the Anti-Bullying Policy

|                        |                                             |
|------------------------|---------------------------------------------|
| Approved:              | September 2025                              |
| Committee Responsible: | Mission and Pastoral                        |
| Next review due by:    | September 2027                              |
| Policy Writer:         | Sally Lux in consultation with school staff |

## **1. Introduction**

Our Mission Statement, together with Catholic Social Teaching principles, reflect and guide our ethos, vision, culture, and behaviour expectations. These emphasise among other things, the value and dignity of every person, the importance of the common good, and a striving for peace. At Our Lady of the Rosary we are committed to giving each and every one of our pupils the best possible opportunity to learn. We firmly believe that behaviour in school is inseparable from pupils learning, as well as safety, welfare, wellbeing. It is the key to all our other aims which are best realised in an environment where positive behaviour is the norm and which is achieved through the building of positive relationships with all stakeholders.

Our school values chosen by the pupils, staff and governors are:

**Open-hearted**  
**Unique**  
**Respectful**

**Loving**  
**Ambitious**  
**Determined**  
**Yes to God**

This policy outlines our aims, principles, approach, and strategy, together with a summary of procedures with regard to behaviour here at Our Lady of the Rosary. Any behaviour that detracts from the learning and social success of the school community, or that disrespects staff or pupils is considered to be undesirable behaviour. Good behaviour encourages pupils to flourish as human beings, community members and learners.

We will strive to create a culture where positive learning and interpersonal behaviours are valued, taught and reinforced. Where positive behaviour expectations are shared by all members of the school community. This includes a system of consequences that are fair, designed to teach and where necessary, repair any harm that has been caused.

## **2. Aims**

- To provide a secure, safe, stable, reliable, happy, and stimulating learning environment for all pupils in which they feel valued and supported.
- To foster a culture in which pupils take pride in themselves and their school.
- To create a positive learning environment.
- To develop an atmosphere where good habits are encouraged, scaffolded, repeated, reinforced and expected.
- To provide the best opportunities we can for pupils to learn about behaviour and its impact, positive and negative.
- For pupils to develop an awareness and responsibility for the impact of their behaviour choices.

- For pupils to develop self-regulation and an awareness that this gives them greater freedom of choice about their behaviour and responses.
- To provide the best opportunities we can for pupils to learn and develop the skills, attitudes, behaviour and habits that will facilitate them becoming successful, resilient, persevering and independent learners.
- To ensure that as a staff, we model positive behaviours and continually educate and train ourselves in best practice.
- To maintain links to the principles embodied in Catholic Social Teaching.
- To adopt a commitment to understanding and responding to trauma informed approach.
- To engage with parents / carers to develop a collaborative and mutually supportive relationship.

### **3. Principles**

- All pupils are valued equally and have the right to learn.
- High standards of behaviour benefit and are the responsibility of everyone in our school community. They help staff to teach and pupils to reach their full potential in all aspects of their development.
- We believe this is most likely realised where there are high expectations which are communicated, taught, regularly practised and reinforced as consistently as possible and where there is a high degree of both challenge and support for all pupils.
- We recognise that behaviour is often a form of communication. Pupils in our care are a diverse group with a wide range of cultural, linguistic, cognitive and educational backgrounds as well as life histories and current circumstances, all of which give rise to differing needs, cognitive development and behaviour responses.
- We believe behaviour that causes harm can provide learning opportunities and pupils who present challenging behaviours are not defined by them.
- We recognise that the rewards of positive behaviour are becoming successful learners and developing and maintaining peaceful relationships have long term advantages and help steer pupils in the right direction.

### **4. Approach and Strategy**

Strategies and Techniques used to support this approach include:

- Developing language which is promoted and used consistently e.g. 'In this classroom/school we share resources / listen when someone else is talking / take turns / show respect when someone makes a mistake...'
- Developing school / classroom routines e.g. start and end of day, movement around the school, assembly behaviour, transitions between activities etc... Investing time to establish routines pays off in the long term as it helps to embed our everyday practice and avoids repeating instructions.

- Use of restorative conversations where possible e.g. for conflict resolution, following behaviour causing harm, reintroduction to class following any form of exclusion.
- Teaching (at the start of every year) and frequent referral to the three school rules. This includes providing examples of what behaviour will help pupils succeed, (e.g. photos capturing children following the three rules) what behaviour will hinder or cause harm and the consequences of both and may include age appropriate examples.

### Examples of language could be

- **Thank you for...** showing kindness to Tom and helping when he needed a friend.
- **I noticed...** Sarah showing respect by looking this way with her lips closed when I asked children to stop and listen.
- **Fantastic effort for...** persevering with that tricky part of your learning when it would have been easier to give up.
- **I'm proud of you...** for being honest about hurting Maria and then apologising for making the wrong choice.
- **I liked the way...** you put up your hand when you were ready to speak

### Examples of restorative justice

| Repeated unwanted Behaviours                                                                                          | Suggested Educational Consequence/<br>Protective Consequence                                                           |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Aggressive shouting/calling out disruptively.<br>Continued interruptions.                                             | Social story<br>Comic strip conversation and exploration<br>Rehearsing and practising<br>Differentiated learning space |
| Swearing, answering back, mimicking                                                                                   | Conversation and exploration<br>Comic strip conversation<br>Additional strategies provided                             |
| Name calling                                                                                                          | Conversation and exploration<br>Comic strip conversations<br>Teaching about empathy                                    |
| Disrupting others' learning through shouting, banging, making noises, and throwing small equipment is a common issue. | Conversation and explorations<br>Comic strip conversation<br>Additional strategies provided                            |
| Damage to property/pushing over furniture                                                                             | Assist in repairs<br>Potential payment for damage/replacement                                                          |
| Stealing                                                                                                              | Research the real-world implications                                                                                   |

|                                                      |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *Physical or verbal bullying<br>*Physical aggression | <p>Impact to those affected through a comic strip conversation</p> <p>Restorative conversations – reflect, repair, restore</p> <p>Possible limit to outside space</p> <p>Escorted in social situations/breaktimes</p> <p>Restricted off-site activities</p> <p>Differentiated teaching space</p> |
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## **Our Three School Rules**

| Rule                                      | Be Ready                                                                                                                                                                                                                                                                                                                                      | Be Respectful                                                                                                                                                                                                                    | Be safe                                                                                                                                                                                                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examples of behaviour that help           | Listening well, trying your best, persevering, taking risks, improving through effort, reflecting on learning, imagining success and the steps to attain it, learning from mistakes, learning from others, building confidence through success, developing resilience, taking responsibility, showing pride, celebrating success sensitively. | <p>Kindness, friendship, taking turns, good manners, caring, sharing, loyalty</p> <p>Looking after school property and resources, looking smart, keeping things tidy, representing the school well.</p>                          | Having a healthy lifestyle for mental and physical wellbeing, including eating well, sleeping well, learning about and being safe on line, walking within school buildings, looking after one another, following adult instructions, keeping workstation organised. |
| Examples of behaviour that hinder or harm | Not listening, refusal to put in effort, distracting yourself or others, not following instructions, classroom routines or school practices.                                                                                                                                                                                                  | <p>Name calling, bullying, not sharing, stopping other children from learning from teaching</p> <p>Not looking after school property or resources, not looking smart, being untidy and careless, not behaving well on trips.</p> | Running in school buildings, throwing objects in class, not following adult instructions, class routines or school instructions, class routines or school practices.                                                                                                |

A poster of the positive behaviours created by JLT will be displayed around the school:

# ★ OLOR School Rules ★

*"Continue to live your lives in Him, rooted and built up in Him." Colossians 2:6-7*

## BE READY



- Listening well
- Trying your best
- Persistence
- Taking Responsible Risks
- Improving through effort
- Learning from mistakes
- Learning from others
- Building confidence
- Resilience
- Showing pride

## BE RESPECTFUL



- Kindness
- Being a good friend
- Taking turns
- Good manners
- Caring
- Sharing
- Loyalty
- Looking after school property and resources
- Looking smart
- Keeping things tidy
- Representing the school well

## BE SAFE



- Healthy lifestyle
- Eating well
- Sleeping well
- Learning about and being safe on line
- Walking in school
- Looking after one another
- Following adult instructions,
- Keeping our desk and classroom organised



**Growing Together in Faith and Understanding**

The following are examples of strategies and techniques to reward positive behaviour:

- ❖ Thanking pupils for good behaviour.
- ❖ Publicly or privately praising pupils for demonstrating exemplary behaviour which goes over and above expectations, e.g. a message home via DoJo, SLT recognition, pupil of the week certificates, staff celebration certificates sharing something to be proud of or something interesting, in class acknowledgement.
- ❖ Awarding Dojo points to children who show consistent or exemplary positive behaviour. Points are recorded and these are added up at the end of the term. The house with the most points receive an extra play session.

Where behaviour that harms or hinders positive relationships is shown, the Our Lady of the Rosary Consequences Chart (on the following page) outlines the steps that will be followed.

Exclusion will only be used for exceptionally serious situations, where behaviour has been extremely unsafe and/or disruptive. (Please refer to the school's Exclusion Policy.)

### **Additional Comments**

Please remember that if you notice that your child needs a change of face, that you ask for this. Please make a circle with fingers to show that this is needed and that member of staff will take over. Alternatively, if alone, ask a child to find another adult to support.

If staff are dealing with a behaviour situation and would like support, please invite the member of staff to join the conversation.

If staff feel a person needs help, they can say, "Mr Smith is on the phone for you." You can then walk away and then they can walk away.

**Team Teach Level 1** may be used where necessary **ONLY** by trained staff (see separate policy).

| Our Lady of the Rosary – Behaviour Strategies                                  |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                |                                   | Example Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Useful Script (Paul Dix / RP prompt card)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| REMINDER PHASE:<br>Class teacher/LSA/SMSA responsible                          | RESTORATIVE PRACTICE / REFLECTION | <ul style="list-style-type: none"><li>• Interrupting/calling out</li><li>• Running inside school buildings</li><li>• Ignoring instructions</li><li>• Disruptive noises</li><li>• Swinging on chair</li><li>• Bickering (she said.. he said...)</li><li>• Not listening</li><li>• Disruptive shouting/screaming</li><li>• Boisterous play</li><li>• Misusing equipment</li><li>• Not lining up safely/quietly</li><li>• Not following class charter</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Nonverbal signals (e.g. eye contact, pointing)</li><li>• Anonymous correction (e.g. 'I need 2 more sets of eyes on me')</li><li>• Private individual correction (e.g. a quiet reminder of what to do and why)</li><li>• Quick reminder tagged with name (e.g. 'Clare, I need to see that pencil moving' – looking sharp back row; thank you Clare, much better')</li><li>• Move to a different learning area</li></ul>                                                                                                                                                | <ul style="list-style-type: none"><li>• Remember our classroom rules.</li><li>• At the moment I don't feel like you're learning very well</li><li>• Remember we walk quietly and slowly in the school<ul style="list-style-type: none"><li>• I think you need to ...</li><li>• Please show me, good listening, good ...</li></ul></li><li>• <b>Suggested script for restorative conversation</b><ul style="list-style-type: none"><li>• What happened?</li><li>• How were you thinking / feeling and how did it make others think and feel?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What can we do to put things right? When can we do this?</li><li>• What have we learnt and how can we respond differently next time</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Class teachers report any patterns to ELSA/SLT via CPOMS as "behaviour change" before speaking to parents – record negative and positive.</li><li>• Staff to remember fresh morning/afternoon / day (Made in the image of God)</li></ul>                                                                                                                                                                                                                                                   |
| Tier 1: THE CHOICE PHASE<br>Class teacher / LSA's/ SMSA's responsible          |                                   | <ul style="list-style-type: none"><li>• Persistent REMINDER phase behaviour</li><li>• Affecting others' learning</li><li>• Offensive remark to others,</li><li>• Using swear words as 'everyday' language</li><li>• Disrespectful to adult</li><li>• Refusal to do set task</li><li>• Not listening in class</li><li>• Rough play/play fighting, including arguments, causing harm</li><li>• Deliberately ignoring a direct adult request to do something</li><li>• Accidental physical contact causing hurt – pushing, tripping etc, and refusal to engage in repairing harm caused.</li><li>• Throwing food</li><li>• Damaging class resources</li><li>• Throwing small objects (e.g. rubber, paper balls/aeroplanes)</li><li>• Unkind play</li><li>• Not following class charter persistently</li></ul><br><ul style="list-style-type: none"><li>• (If any of this becomes persistent after warnings / speaking to children, it moves to Tier 2)</li></ul> | <ul style="list-style-type: none"><li>• Engage in a restorative conversation and agree a way to repair harm caused to all parties and move forward.</li><li>• To carry out an agreed and suitable resolve task decided during the restorative conversation. At this level this may be a simple but meaningful apology.</li><li>• Class teacher / LSA to speak to parents about choices made by child / enquire – is anything happening that would be helpful for school to know.</li><li>• Use reflection spot (Reception)</li><li>• <b>Persistent TIER 1 PHASE behaviour, move to TIER 2 PHASE</b></li></ul> | <p><b>Choice</b></p> <ul style="list-style-type: none"><li>• I have already reminded you about our classroom rules.</li><li>• I'd like you to think very carefully about your next choice and make sure that it's a choice that helps you to learn well.</li><li>• If you don't make a good choice, I will need you to take some reflection time which will need to happen after lesson time.</li></ul> <p><b>Last Chance</b></p> <ul style="list-style-type: none"><li>• I noticed that you're finding it difficult getting started with your work and staying focused without distracting others.</li><li>• It was the class/school rule/charter about .... that you did not follow.</li><li>• I need you to make the choice where you get started with your work and stop distracting your friend.</li><li>• Do you remember last week when you were doing X and you were learning really well? That's who I need to see today.</li><li>• Thank you for listening (give a little regulation time).</li><li>• I may need to speak to your parents</li></ul> <p><b>Reflection time</b></p> <p>You have continued to distract your friend and you haven't started your work so please can you move to ... <b>(teacher decides)</b> to have a think through what's happened and then when you've thought about the choices you've been making we can move forward together.</p> <ul style="list-style-type: none"><li>• We will need to have a chat about this at break time/lunch time/after school. (Use Restorative reflection log in class if appropriate)</li></ul> <p><b>Suggested script for restorative conversation</b></p> <ul style="list-style-type: none"><li>• What happened?</li><li>• How were you thinking / feeling and how did it make others think and feel?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What can we do to put things right? When can we do this?</li><li>• What have we learnt and how can we respond differently next time</li></ul> | <ul style="list-style-type: none"><li>• Record patterns on CPOMS (do not need to put isolated incidents)</li><li>• Record relevant behavioural parent conversations / Class Dojo conversations and put on CPOMS.</li><li>• SMSAs to inform teachers</li><li>• Quiet spaces</li><li>• Reflection time could be with an LSA or CT during class time (in class or by zones)</li><li>• Class teacher to inform parents either in person or via ClassDojo</li></ul>                                                                     |
| Tier 2: TALK THROUGH PHASE<br>Safeguarding & Inclusion Team 1 (KB, BM, SL, JS) |                                   | <ul style="list-style-type: none"><li>• Persistent TIER 1 PHASE behaviour</li><li>• Leaving class without permission</li><li>• Disrespectful to an adult e.g. by directly swearing at them.</li><li>• Stealing</li><li>• Threatening violence</li><li>• Unwanted physical contact</li><li>• Damaging Property</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Engage in a restorative conversation facilitated by staff and agree a way to repair harm caused to all parties and move forward.</li><li>• Persistent TIER 2 behaviour, move to TIER 3 PHASE</li></ul>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Suggested script for restorative conversation</b></p> <ul style="list-style-type: none"><li>• What happened?</li><li>• How were you thinking / feeling and how did it make others think and feel?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What can we do to put things right? When can we do this?</li><li>• What have we learnt and how can we respond differently next time</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• SMSAs /Staff to inform class teacher if incidents arise at lunchtime.</li><li>• Phone call / end of day conversation / CD message to inform parents from the class teacher</li><li>• Record incident and restorative conversation including actions on CPOMS as restorative practice.</li><li>• Reflection time with safeguarding / inclusion team – can be in class time or at lunch.</li><li>• Safeguarding/Inclusion team to inform parents either in person or via ClassDojo</li></ul> |

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|--------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tier 3: SLT Intervention |  | <ul style="list-style-type: none"> <li>• Persistent TIER 2 behaviour</li> <li>• Bullying</li> <li>• Racism</li> <li>• Violence towards peer and staff</li> <li>• Homophobia</li> <li>• Abuse</li> <li>• Harming someone with intent / violence / Physical Fight</li> <li>• Sexism</li> <li>• Online safety</li> <li>• Damaging property / throwing tables and chairs (unless change of face has worked)</li> </ul> | <ul style="list-style-type: none"> <li>• Restorative conversation with SLT member.</li> <li>• Reflection time with SLT</li> <li>• Meeting with parents</li> <li>• Internal suspension exclusion – e.g. ban on representing school or being in a position of responsibility (timed )</li> <li>• Engage in a restorative conversation facilitated by SLT and agree a way to repair harm caused to all parties and move forward.</li> <li>• TAF (Team around the Family) meeting called where required.</li> <li>• Support from external agencies where required.</li> <li>• Possible External exclusion</li> </ul> |  | <ul style="list-style-type: none"> <li>• Meeting / phone call with parents from SLT</li> <li>• Consider TAF/TAS meeting.</li> <li>• Regular contact with parents</li> <li>• Incidents and meetings recorded on CPOMs as restorative practice Tier 3 conversation.</li> <li>• SLT will inform parents either in person or via ClassDojo</li> </ul> |
|--------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Any decisions made using professional judgment will always be in line with the teaching standards – Strand 7 (see Appendix C)

## **Children with Special Education Needs and Disability, other Additional Needs or changing circumstances.**

Whilst the expectation is that all pupils follow our three basic rules, (Be ready, Be respectful, Be Safe) we recognise that there may be circumstances which necessitate some pupils requiring additional support with their behaviour. This may be due to a specific identified need or disability or unusually challenging events or circumstances. **In these cases, the SENDCO, Pastoral Support Lead or SLT will work alongside the class teacher to adapt the policy to meet their needs and create a supportive team around the child (TAC).**

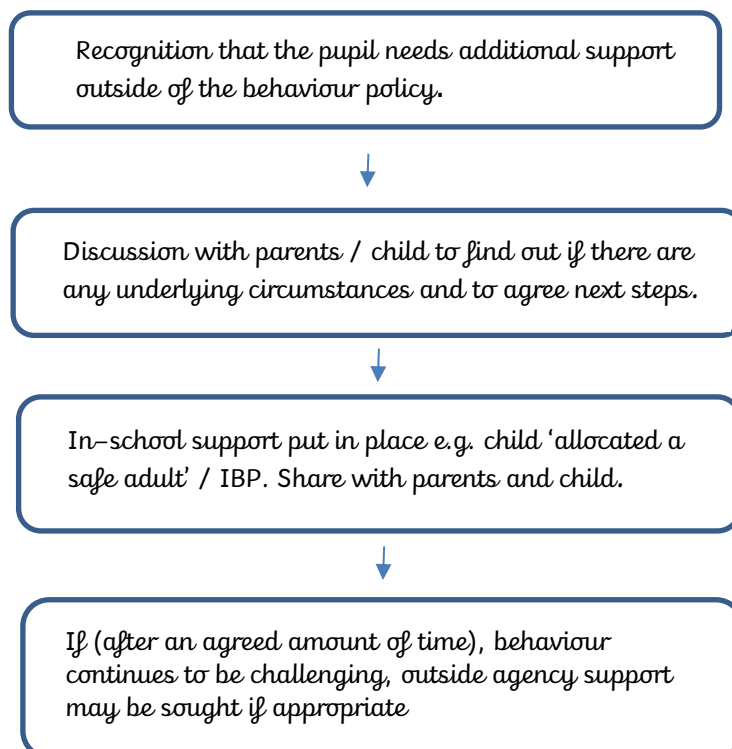
Children experiencing difficulties with behaviour will be supported by all staff and some may be allocated a significant adult who will support them to help prevent / de-escalate. This will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. The child will be given time within the school day to learn these strategies. Strategies will be developed between the SENDCO, the child, the class teacher, the parent and the Pastoral Support Lead where appropriate.

At Our Lady of the Rosary, different strategies may be used to support children, such as a short time out of class, positive experiences or time with ELSA.

Some children may be given a IBP (Individual behavior plan) to support their needs at this time. This will be done in discussion with the ELSA, SENDCO or SLT.

External advice and support may be accessed through educational psychologists or Bristol's local offer.

At each stage of the process, discussions with the parents and child will take place.



Equality is essential at Our Lady of the Rosary, as it promotes fairness and gives everyone what they need to achieve success. Staff at Our Lady of the Rosary will be ready to support each child and implement the approach described in this policy.

### **Working In Partnership**

To aid consistency, which has been shown to be an important feature of effective social, emotional and behavioural development in pupils, we believe in working in close partnership with parents / carers. We will therefore keep parents / carers informed of our values, aims and practices, e.g. through publication of policies, provision of workshops and information meetings, and their child's learning and behaviour, e.g. through ClassDojo, parents meetings, telephone calls and letters. Where necessary we will engage in or initiate partnerships with other agencies.

**The Governing Body of the School is responsible for ensuring the impact of the policy. To facilitate this, they receive three reports on behaviour during school throughout the year and review the policy bi-annually.**

## Appendix A

### Reflection Sheet

|                                                                             |                    |                                                                                                                                        |
|-----------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Name:                                                                       | Date:<br><br>Time: | Tier 1 (with LSA / independently / Class teacher)<br>Tier 2 (with Safeguarding / Inclusion team)<br>Tier 3 (with SLT during lunchtime) |
| Nature of the incident (adult to complete)                                  |                    |                                                                                                                                        |
| What happened?                                                              |                    |                                                                                                                                        |
| What were you thinking / feeling and how did it make others think and feel? |                    |                                                                                                                                        |
| Who has been affected by what you have done? In what way?                   |                    |                                                                                                                                        |
| What can we do to put things right? When can we do this?                    |                    |                                                                                                                                        |
| What have we learnt and how can we respond differently next time?           |                    |                                                                                                                                        |

## **Appendix B**

### **Guidelines to support Relationship and Behaviour Policy**

- Helpful tips for promoting positive relationships
- Treat all children fairly and equally

Children are very perceptive and will pick up on inconsistent actions. Treat every child and incident fairly and consistently. If we all act in the same way, then the children will more likely respect the rules. It is very easy to act on hearsay, only act on what you are sure you saw. Give a child the chance to explain behaviour as there may be an underlying reason for the behaviour. Try to use restorative questions:

Restorative Language

**When our pupils find themselves in conflict or upset, we will ask them:**

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

**We might also say to our pupils:**

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this does not happen again?

### **Stay calm**

Try to stay calm at all times. This will help you remain in authority and be effective.

### **Give praise**

Praise is more effective than criticism so try and reward positive behaviour as a way of rectifying negative behaviour.

### **Give gentle reminders**

Young children often forget some rules, e.g. running to the playground. A gentle reminder is often all that is needed to correct this.

### **Make yourself approachable**

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

### **Smile**

Try and remember to smile at the children, they will see you as someone warm and friendly.

### **Remember the 1 -2 -3 rule**

- 1 – Can I ignore it?
- 2 – Can I sort it out myself?
- 3 – Do I need to talk with an adult?



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.