

Our Lady and St Philomena's Catholic Primary School



Relationships Policy

March 2024 – 2026

(Reviewed biannually, earlier if needed)

Aims

We aim to live out our Mission Statement: The love of Christ shines here. Our school is Christ centred where Gospel values permeate our daily lives. We extend our hand of friendship to the wider community in the spirit of love, peace and justice. We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching environment and curriculum. We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving relationships between themselves, other children and adults in school. We must all have a collective commitment to this policy.

What are good relationships?

In school we regard any relationship as good when: it is conducive to promoting the teaching and learning that takes place in school; that demonstrates abidance of school (and class) rules and regulations; that encourages children to be good citizens in their locality and the wider world; and that role models considerate, respectful and tolerant conduct.

Conversely, any relationship between pupils or between pupils and adults that disrupts learning (even low-level disruption), shows a lack of respect, tolerance or consideration towards others and impacts negatively on the school and wider community is regarded as a poor relationship, which needs to be challenged and corrected if possible.

Staff Expectations

Staff must remember that pupils see adults as role models, and they will be constantly learning appropriate responses for interactions within the school environment. **All** staff must be positive in their approach to children and strive to establish positive relationships. Negativism leads to conflict and confrontation. All staff must be courteous, polite and considerate towards the children and each other. This is the recognition that we are a strong role model for our children and as such must display good relationships with and attitudes towards each other that we would hope to see in the children.

Staff should:

- be relaxed but also firm and fair in dealing with all children (be consistent with all children);
- be alert to racism, homophobia and misogyny, and avoid stereotyping and sexism;
- avoid humiliating children;
- take responsibility for establishing positive relationships with all pupils in school and not just those they are immediately responsible for;
- be approachable, tolerant and professional in their dealings with children;
- **remain calm** (if you become angry and raise your voice, the child might well follow your response and react in the same way);
- be fair and just.

Staff must avoid:

- raising their voice to give a loud public reprimand;
- sarcastic remarks;
- aggressive reactions to minor incidents;
- forgetting to praise good conduct and good examples of role modelling;
- punishment of whole groups (the innocent resent these);
- punishments which humiliate pupils;
- inappropriate punishments and rewards;
- criticising the child - *criticise the conduct* and explain how it adversely affects relationships.

There must be continuity, consistency and a common approach in dealing with problems. A framework for action is included in this document.

Out and About the School

All informal contact contributes to how pupils conduct themselves. Positive contact leads to positive relationships and good conduct. If needed, control poor conduct by taking the initiative at every opportunity:

- start the dialogue;
- greet pupils;
- deal with poor conduct immediately - to ignore is to condone;
- set high standards of speech, manner and dress;
- enjoy relating to pupils.

The Role of Teachers and Teaching Assistants

A teacher has a right to teach and pupils have a right to learn in a classroom free from disruptive conduct. For this to take place teachers will:

- carry out the agreed school policy on relationships in a consistent way;
- establish a classroom environment which is calm and purposeful;
- keep an attractive, clean and tidy room;

- be models of positive relationships for the children;
- be well prepared, in terms of planning and resources, for the lesson;
- make sure that tasks are well matched;
- set high expectations;
- develop positive relationships with the children in a framework of mutual respect and trust where self-esteem is nurtured;
- take into account Gospel values, including forgiveness for those who are sorry for what they have done and are determined to try and improve;
- encourage and model the use of the Zones of Regulation in class practice.
- allow regulation time if required.

Promoting Good Conduct

Staff need to be positive and build good relationships with the children. Keeping calm in all situations helps to reduce tensions and using humour can help to build bridges.

It is essential for all teachers to accept and follow the outline of good practice set out below:

- set high standards;
- apply boundaries firmly and fairly;
- give and receive respect;
- treat everyone as an individual;
- be consistent in your approach (always reward/praise good conduct and use strategies within this policy to give sanctions for poor conduct);
- have rules on display in each area of the school;
- make children aware that their actions have consequences.
- model language of the Zones of Regulation.

When addressing a conduct problem

When addressing a problem around relationships and conduct towards each other, it is imperative to listen to all sides in order to find out what happened before.

So:

- avoid confrontation;
- listen;
- establish the facts and record them if necessary
- help pupils to understand that fostering poor relationships impacts on others – encourage them to reflect on the feelings of others
- give children time to reflect on their own conduct (allowing regulation time if required)
- offer children the opportunity for reconciliation i.e. restorative justice.

Dealing with groups of children

Staff must develop the skill of dealing with groups of children. Using these skills will help to establish a quality environment for the children and the teacher.

It is essential that teachers:

- create a climate in which pupils lose rather than gain popularity by poor choices of how they react to situations and each other;
- encourage individual pupils and the class as a whole to understand that they are responsible for and are in full control of their own relationships and conduct;
- spot a disruptive incident in the making and select an appropriate tactic to deal with this;
- know what is going on even "behind their backs";
- understand how groups of children react to each other and to teachers;
- realise that serious classroom disruption usually comes about by a process of escalation.

Appropriate intervention at the right time is needed so adults working in the class should:

- observe and "scan" the class;
- realise that stance and tone of voice all have an influence on pupil conduct;
- emphasise the positive;
- refer to other members of staff for support if needed.

Teaching and Learning

A teacher needs to be effective in the classroom as this is considered the most important place in the education system. Our Lady and St Philomena's Teaching and Learning Policy & Teaching and Learning handbook sets clear guidelines outlining the approach to teaching and learning throughout the school.

Promoting Positive Relationships Within and Attitudes towards Work

Children have an entitlement to work in a positive learning environment. If any child prevents another from working then this is considered to be undesirable conduct and a warning should be given.

It is the responsibility of the school to ensure that our pupils are exposed to a "Climate conducive to learning" and nothing less. All children should be made aware of this commitment.

Child-on-Child Abuse

We have a whole school approach to child-on-child abuse (all staff have been provided with a copy of the school's Whole School Approach to Child-on-Child Abuse September 2022 and it has formed an integral part of safeguarding training to staff).

We have a zero tolerance approach to sexual violence and sexual harassment. We do not view offensive language or behaviour as banter, or children being "jokey" or "just part of growing up." It is the responsibility of **ALL** staff to challenge such attitudes and language, explain to pupils why it is not acceptable and report it to the DSL who may report to parents. This can include actions that happens outside of school or online. If it is deemed serious enough, school may make referrals to children's social services or even the police.

Sexual violence, sexual harassment and child-on-child abuse

Staff have been trained to recognise that children are capable of abusing other children and that not all children will find it easy to tell staff about their abuse verbally. All victims are reassured that they are being taken seriously, and will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: bullying (including cyber bullying), serious violence, gender-based violence/sexual assaults and sexting (youth produced sexual imagery).

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter', 'having a laugh' or 'part of growing up' as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues.

A "Record of Racial, Homophobic, Misogynist and Bullying Incidents" (including sexual violence and harassment) form will be completed by a member of the Designated Safeguarding Team on the day that they are made aware of the incident. A log is kept of such incidents. If there is a repetition of incidents, whole school/class assemblies, requests from external agencies (such as Community Police Officers), liaison with the school's PSHEE/RSE lead to individualise lessons are considered to address the matter in addition to individual interviews with pupils and parents/carers. It will be stored electronically by the DSL and a paper copy is to be printed off and kept on the DSL's Safeguarding File. If the incident concerns verbal abuse, parents of both the victim and perpetrator will be contacted immediately to discuss the incident.

Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be may also be targeted by other and harassed or assaulted.

Victims of child-on-child harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Zones of Regulation

Our Lady & St Philomena's uses Zones of Regulation to enable children to communicate their emotions. By identifying how they are feeling, the children enter a calm and work-like atmosphere from the beginning of the session. It is also necessary for the children to be occupied in some useful and interesting activity from the moment they set foot in the room. Children who have identified themselves as feeling less than positive (green zone) are supported before they begin work. (**See Appendix A – Zones of Regulation**) Children are actively encouraged to evaluate which "Zone" they fall into throughout the day, enabling staff to identify those who need support.

Strategies to Promote Positivity

Class Rules

Within each classroom, the teacher and the children will begin the year by negotiating the class rules. These will be displayed in the room and will link to "The Philly Way", our whole school rules of conduct. All class members should have ownership of these rules. Rules should be limited in number, worded positively and may be applied at all times throughout the day. They may be changed during the year to reflect the needs of the class.

Ask those who make poor choices in their conduct to apologise for their inappropriate actions/attitude; apologise to fellow pupils for preventing them from learning and to staff for preventing them from teaching.

Positive Recognition

Whole School

Children can be rewarded with stickers or Dojos by any member of staff as a reward for evidencing positive relationships, actions and attitudes. Two children from each class will be awarded with a certificate at each Friday celebration assembly for setting a good example and being a positive role model to others.

In Classrooms

Class teachers should choose the type of positive recognition that they feel most appropriate for their particular class. Good conduct and an improved conduct should always be recognised and praised.

These can include:

Praise - Praise from the teacher is used to encourage pupils to conduct themselves appropriately. Individual praise is the most effective way to motivate pupils. Teachers must remember to verbally reinforce positive, appropriate conduct and attitudes.

Special Privileges - At the discretion of the class teacher, pupils will be allowed to take part in an activity that they particularly enjoy.

Positivity Awards - Visible awards are given to reinforce positivity. These may take the form of stickers and /or Dojos. All class teachers should award Dojos throughout the week for recognition of building positive relationships through their conduct and attitude. At the end of each week, the child with the highest number of Dojos will be recognised for the positive contribution that they make to school in the form of an award of a certificate during Friday's celebration assembly.

Golden Letters home- Each half-term, class teachers nominate two pupils from their class who deserve special praise for their good conduct, attitude to others and positive relationship building to receive a letter by post to their home address.

Whole Class Reward Systems - These show pupils the importance of working together in a co-operative manner to achieve a common goal, such as good attendance. Teachers must choose a class reward that is something the children will want to work towards but is at the same time acceptable to them. Once the class or individual pupil has earned a reward, they should not be taken away for poor behaviour choices. (It is recognition of good conduct only).

Dealing with a Disciplinary Matter within the Classroom

The majority of disciplinary matters in the classroom are minor and will be dealt with by the class teacher. In the first instance, teachers use the Zones of Regulation to recognise when behaviour and attitude to learning need to be improved, allowing children to self-regulate through the use of classroom toolkits.

It is the class teacher's responsibility to maintain good order and discipline in the classroom (see Conditions of Service and Teacher Standards 2013). All staff must work hard at maintaining this good order and strive to develop good practice in this area.

If there is a recurrent problem within a class, teachers should consider the following areas:

The physical organisation of the classroom:

Is the room organised to maximise:

- accessibility of materials;
- ease of movement;
- positive interaction;
- is the room stimulating?

Does the work match the needs of the child?

e.g. Is the task too easy?

Is the task too difficult?

Is the work inadequately planned?

Is the style of teaching appropriate?

Does the task consolidate or extend in an appropriate way?

Has the task been presented in an interesting way?

Does the child know the purpose of the activity?

If a child is under-stimulated or bored (blue zone) there may well be a problem. If a colleague refers a problem to a senior member of staff, it is likely that issues around differentiation may be addressed first. We believe that our expectations should be high but realistic.

Please note that fighting will always be viewed as a serious breach of conduct expectations and it should be made clear to all pupils that it is totally unacceptable. Parents must be informed if their child has been involved in a fight.

Action for children whose conduct is deemed as repeatedly inappropriate:

These actions are listed in the order in which they are to be imposed for disruptive behaviour within a day.

The hierarchy is progressive, becoming gradually more substantial.

1. **First Warning** – state that this is their first warning and the reason for the warning. Ensure that it is clarified with and understood by the child. Explain that their behaviour is unacceptable and does not meet the expectations of school and is leading to negative relationships between pupils/and or adults. Explain that further inappropriate behaviour will result in further actions. If behaviour improves, no further action need be taken.
2. **Self-regulation** – give the child the option of 5 minutes within the class to calm down in a quiet part of the room or at their table with a tool from the Zones of Regulation basket.
3. If poor behaviour choices continue, issue a **Second Warning** – state that this is their final warning and that the reason for the warning is due to their continued poor behaviour choices. Explain that further inappropriate behaviour will result in an escalation of actions. If behaviour improves, no further action need be taken.
4. If the child fails to act in an appropriate and expected way after the second warning, send for a member of the SLT. The child will spend some time in the Reflection Room as a result (see below).
5. If the same child is asked to attend the Reflection Room three times in the same half-term, parents/carers will be invited in to school to discuss a management plan to provide strategies to support the child.
6. Parents/carers will be informed of possible pathway to exclusion if unacceptable conduct continues over a prolonged period of time.

Similar actions will be instigated for pupils who fail to complete tasks in the allotted time during lessons as this also falls short of accepted expectations of conduct.

1. A statement will be given at the start of each activity outlining the teacher's expectations.
2. Pupils failing to complete work will be asked to give up 5 minutes of their own free time to catch up on learning.
3. Parents/carers need to be informed by the class teacher after school that their child had to be given a time out to complete work.
4. Children who persistently fail to finish work during lessons may be sent to HoS/EHT, taking with them the work to be carried out. They will stay there for a period of time appropriate to their age.

5. **Parents/carers will be informed by the HoS/EHT at the end of the school day that their child had to be sent out of class to complete work.**

Reflection

Children who have continued to cause disruption in the classroom or have failed to attempt/complete work after two warnings, should be asked to spend time in the "Reflection".

If pupils are not meeting expectations relating to conduct and engagement in the morning session they should attend Reflection during the break time or lunch time of that day: if they fail to meet expectations in the afternoon session, they should attend Reflection during the following day.

The purpose of Reflection is for pupils to consider their conduct and discuss with member of SLT how it could be improved and to provide a quiet working environment where pupils can catch up with work missed. A register of those attending Reflection will be kept by SLT.

Incident reports of poor conduct should be completed electronically by staff on CPOMS. If deemed necessary, a paper copy will be signed by a member of SLT, and sent home to inform parents. These reports should be used as a last resort: **we want parents to realise that if they receive an incident report, there is cause for concern over their child's conduct.**

Warnings should be delivered in a clear and controlled manner and make clear to the child which rule has been broken and how they are not meeting expectations. Incidents during break or lunchtime should be fed back to class teachers. Remind children of our conduct within "The Philly Way" (See Appendix B)

The needs of certain children are such that the 'Warning System' is not as instantly effective and they may require more reminders of how to behave. This is at the discretion and understanding of class teachers. For some children a specific Pastoral Support Plan (PSP) may be put in place for greater impact.

If a child is causing disruption regularly e.g. daily, then this should be brought to the attention of SLT so that appropriate action may be taken for greater impact. Persistent disruption of the learning of others or failure to comply with staff requests, may result in a fixed term exclusion.

Serious offences such as bullying, physical violence or abusive language will result in the child being sent directly to the EHT/HoS and parents/carers will be informed. Such incidents will be formally recorded and the school is required to report such incidents termly to the governors.

For more serious or recurrent offences, parents/carers will meet with the EHT/HoS, class teacher and the SENDCO if this is felt necessary. At this meeting, appropriate strategies will be put in place which may include; a Pastoral Support Plan (PSP), a home/ school liaison book, referral to an outside support agency or the School Counsellor.

If an incident or series of incidents of sufficient severity occurs, a child may spend part of the day out of the class. They will remain with a senior member of staff, either the EHT, HoS or AHT, in a room away from other children.

If a child has spent more than one period of time out of class close together then a fixed term exclusion from school may be considered. This will mean the parents/carers are sent for to take the child home and the school will register with the Local Authority that a formal Exclusion has been given. On rare occasions an incident may occur which will result in an immediate exclusion. External exclusions may be for half a day or longer.

Incidents that involve racist, homophobic or misogynist bullying are recorded on CPOMS and a running record in school.

Special Educational Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour choices may be differentiated to cater to the needs of the pupil. In collaboration with staff and parents, our SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Confidentiality

Although behaviour incidents may be apparent to other children the steps taken by the school beyond the warning system may not be so publicly apparent.

We respect the confidentiality of all children involved in any of the school's relationship management strategies, and their families. No information about a child should be shared with another child or the parent/carer of another child.

Following our Mission Statement and working within the school ethos, we rely on other parents/carers also respecting the confidentiality of those involved in such situations. We ask that they trust the school to take action as required. Our aim is to build positive relationships between children and other children; between children and adults; and between home and school – confidentiality is integral to this.

Different Levels of Poor Conduct Choices

Low Level Poor Conduct

- Swinging on chair
- Shouting out
- Talking over the teacher
- Tapping so as to distract others

- Arguing with each other
- Walking around the classroom
- Chewing

These type of events can be managed by adults in situ

Mid-Level Poor Conduct

- Refusal to do as was asked
- Aggressive language conversation
- Answering back
- Hurtful comments
- Throwing small objects
- Showing disrespect
- Disrupting people

These type of events can be managed by adults in situ but should be reported to SLT

High Level Poor Conduct

- Swearing at another person
- Deliberately causing harm (physical or emotional)
- Fighting
- Racist, homophobic or misogynist words or actions
- Bullying
- Running out of class
- Disrupting the class to the extent that learning has stopped
- Throwing larger objects

These type of events should be reported to a member of SLT to deal with

Checklist of Expectations (“The Philly Way” – Appendix B)

As a school, we must have clarity of expectations and be consistent. The message that pupils are responsible for their own behaviour should be reinforced on a daily basis and that the reason why we should conduct ourselves in a respectful manner to each other is to build healthy, positive relationships.

Before the beginning of each morning and afternoon session, teachers should remind their classes of “The Philly Way”. Which includes but is not limited to:

You are expected to:

- enter the class in a quiet and orderly way;
- settle down and be ready to work immediately;
- attempt all tasks given to you in the time allowed to the best of your ability;

- follow the class rules that **we** agreed at the start of the year (it is better if pupils have had an input and “own” them; they can be amended as the year progresses);
- **walk** around school in a quiet and orderly way (walk on the left-hand side of the corridor)
- line up in an orderly way and not push in,
- self-regulate through the use of our toolkits.

Tariff for positive conduct:

- you will receive rewards in the form of Dojos, extra play (5 minutes once per week).

Sanctions for negative conduct:

- you will receive a first warning for persistent poor choices of conduct;
- you will be offered regulation time,
- you will receive a final warning if your poor conduct choices continue;
- you will have to take a time out in class;
- if your poor conduct continues, you will be sent to Mrs Radford, Mr Doyle or Mrs Beesley;
- school will tell your parents after school about your poor choices of conduct.

Note to all staff: frequently praise good behaviour and remain calm when behaviour is not up to expectations.

Anti-Bullying

We use our Relationships Policy to eradicate bullying wherever possible. It is our objectives to:

1. ensure that all feel safe and free from bullying and intimidation;
2. build an ethos where learners feel safe, free from threat and intimidation;
3. promote good relationships where all are treated well and where learners care for each other;
4. act promptly and effectively at the first sign of bullying;
5. encourage learners and parents to report any attempted bullying;
6. protect and reassure any victims of bullying;
7. have effective sanctions to deter bullying and to have successful strategies to reform bullies;
8. make this a happy school that is free from bullying.

STRATEGIES

1. We will use our Relationships policy effectively to promote good conduct so that there is an ethos where staff make it known that bullying is unacceptable.
2. All staff will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
4. We will operate a “Buddy System” and have “Friendship Stops” in place.
5. Every allegation of bullying will be investigated and followed up.
6. Any victim of bullying will be well protected in the future; all staff will be made aware of the bullying so that victims are protected in all areas of the school (classrooms, playground and hall).
7. Any allegations of bullying will be reported to the EHT/HoS.

8. PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
9. We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
10. Any racist, homophobic or sexist bullying will be recorded.
11. The parents/carers of perpetrators and victims will be spoken to about bullying and involved in the eradication of bullying.

Conclusion

This policy must be adhered to and applied consistently by all members of staff.

Our mission is to create a loving, caring, friendly Catholic primary school in which all pupils thrive and progress and where staff guide and support pupils and each other.

CHILD PROTECTION & SAFEGUARDING CHILDREN / PUPILS AT RISK

All Staff are asked to be constantly alert for any signs of abuse to pupils.





Please refer any concerns to the EHT / HoS immediately.

If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the EHT / HoS immediately, who will then inform the School's Designated Safeguarding Lead, Mr Doyle. **A DELAY IN RESPONDING COULD BE COSTLY.**

Appendix A

Zones of Regulation

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

THE PHILLY WAY

STARTING EACH DAY & LESSON THE RIGHT WAY

When children enter a room, they show they are ready to learn by:

- Behaving in a way that supports everyone's learning
- Sitting/waiting quietly and patiently
- Starting the tasks set by the adult
- Respecting other people and theirs/school property

GETTING THE ATTENTION OF STAFF

Pupils raise their hand if they need the attention of a staff member. Our words and actions will be positive.

GETTING PUPILS' ATTENTION

Staff members will gain the pupils' attention in various ways at an age appropriate level for children in their class to show they are "Ready to Learn." Our words and actions will be positive.

READY TO LEARN

We expect our pupils to be ready to learn... This means that they are:

- Using positive words and actions
- Sitting quietly, facing the teacher
- All four chair legs on the floor
- Hands and feet relaxed and still
- Equipment down, unless on task

WALKING AROUND SCHOOL

If you are first in line, you hold the door open for your class.

Your classmates will show their appreciation by smiling at you or quietly saying thank you.

LINING UP

All staff collect children from the yard, on time, after play times.
Pupils are expected to line up and walk in single file, in silence.



CLASSROOM LAYOUT

Where possible, we sit in groups to encourage 'think, pair, share' time and support our communication skills.

Children should sit with their legs under the table and all four chair legs on the floor, showing they are ready to learn.
All children should be facing the board and looking ahead. Desks are 'clutter free'.

WATER BOTTLES

Are to be kept in a designated area in the classroom. Pupils should quietly get a drink, when they need one.

TOILETING

Try your best to go to the toilet at playtime and lunchtime.
If children need the toilet in class, they raise their hand to ask a staff member.

IN THE DINNER HALL

Hot dinners: line up quietly in single file and say 'please' and 'thank you' when receiving their food before walking sensibly to their seat.

Packed lunches: collect their packed lunch from the trolley and sensibly walk to their seat.

Pupils to stay in their seats unless they are tidying up or leaving in hall. Quiet conversations are encouraged among peers.

TIDYING UP

All rooms should be left as you found them – clutter free & tidy.
Staff model this to pupils by maintaining clutter free workspaces.
Pupils show that they care for and appreciate their learning environment and God's world.

TRANSITIONS

Staff escort their class around school to ensure their safety.

They may telephone another room to inform a teacher an individual child is on their way.
Pupils walk in single file, quietly and respectfully.

UNIFORM

We have high expectations for pupils' uniform.
Staff model these high expectations through their own professional dress code.
Shirts are to be tucked in.
Black shoes, not trainers.
PE kits to be worn on PE days – not own sportswear.

WELCOMING VISITORS

Our pupils share God's love with everyone they meet.
They smile & hold doors open.
Where appropriate, they introduce themselves and offer any help or assistance necessary.

The love of Christ shines here