# Behaviour and Relationships Policy

**O**ur Journey

**L**ove God

**O**thers First

**R**espect All

*Persevere to Succeed*

| | |
|---|---|
| **Title:** | Behaviour and Relationships Policy |
| **Approval:** | July 2025 |
| **Policy Renew:** | September 2027 |

## 1. Introduction and Purpose

At Our Lady of the Rosary, we are committed to equal opportunities and ensuring all children feel safe and valued. The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This supports our mission of all pupils at Our Lady of the Rosary school feeling safe and happy and empowering them to ***"be the best that they can be."***

This Policy outlines the expectations, strategies, and procedures that promote a positive, safe, and supportive learning environment at Our Lady of the Rosary Primary School. It reflects our Catholic ethos, vision, and values, ensuring that all pupils can thrive and reach their full potential, embodying our mission to be 'Transformers of Change' and 'Builders of God's Kingdom'. This policy aims to foster a culture of respect, responsibility, and resilience, where positive behaviour is recognised and celebrated, and where any instances of unacceptable behaviour are addressed fairly, consistently, and proportionately in a restorative way.

Our approach to managing behaviour is underpinned by the development of authentic relationships and unconditional positive regard for all children made in the image and likeness of God. It is our intent that all children can intrinsically make appropriate choices. We have high expectations of behaviour and recognise that behaviour may be a form of communication and the expression of some form of underlying need.

At OLOR we implement the following relational inclusion guiding principles to support children in managing their behaviour within school.

- We believe that a child would do better if they could.
- That behaviour is supported and managed effectively through relationships.
- We accept all emotions but not behaviours.
- We identify and address the cause, not the symptoms.
- We foster a culture of compassion and repair.

## 2. Aims

We aim to inspire the children at Our Lady of the Rosary to “be the best that they can be” by:

- Providing a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- Fostering and valuing strong and healthy relationships as lifelong skills.
- Sustaining a culture of exceptionally good behaviour: for learning, community, and life.
- Maintaining a safe, respectful, equitable, and happy school where learning opportunities are maximised.
- Ensuring that excellent behaviour is a minimum expectation.
- Treating all learners fairly and with respect, focusing on behaviours rather than labelling the child.
- Supporting learners in taking ownership of their behaviour and responsibility for any consequences.
- Equipping staff with tools to help children manage their behaviour and build positive relationships.
- Promoting and supporting the key British Values: Mutual respect, tolerance of different faiths and beliefs, Democracy, Rule of Law, and Individual Liberty.

## 3. Legal Framework and Guidance

This policy is underpinned by the following legislation and guidance:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 2004
- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools (DfE Guidance, September 2022)

- SEND Code of Practice

## 4. Role and Responsibilities

Managing the behaviour of pupils is the responsibility of all members of staff. Unacceptable behaviour should be addressed by any member of staff that encounters it.

***Teachers' responsibility***

Teachers are responsible for managing pupils' behaviour in line with the DfE's Teachers' Standards and as part of QFT (quality first teaching). Teaching standard 7 states that teachers must - *Manage behaviour effectively to ensure a good and safe learning environment:*

- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Understanding the root of pupils' behaviour.
- 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.
- Effectively report behaviour incidents to parents.
- Write and monitor Individual Behaviour Plans if required.

***Leaders' responsibility***

- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with challenging behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of

pupils.

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour to all staff working directly with children.
- Ensuring that the data from the behaviour log is reviewed regularly, identifying trends and ensuring that no groups of pupils are being disproportionately impacted by this policy.
- Offer support to staff, parents and pupils in the event of extreme or escalated behaviour.
- Ensure systems are in place to communicate incidents of behaviour with parents.

***Governors' responsibility***

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring this policy's effectiveness.
- Holding the headteacher to account for its implementation.

The Headteacher reports to governors termly, providing numbers and details of significant behaviour incidents to monitor levels and identify trends.

***Parents' responsibility***

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following unacceptable behaviour (for example,

attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Accept that their child is capable of making mistakes, trust school's processes and support the school in helping their child to improve their behaviour.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

***Pupils' responsibility***

Pupils are expected to:

- Be a role model for the school values – *Resilience, Excellence, Respect, Kindness and Inclusion.*
- Follow the school rules of ***Be Safe*** ***Be Ready*** ***Be GREEN.***
- Demonstrate positive behaviour both in and beyond the classroom/school.
- Be ambassadors for the school when on educational visits.
- Take responsibility for and be honest about their mistakes and accept help in remedying them.
- Demonstrate the same respect to all members of school staff and volunteers, regardless of familiarity or role.

## 5. School Vision and Values

We encourage our school family to live out our daily mission through the social teachings of the Catholic Church, including stewardship, dignity of the human person, solidarity, and the common good. Our school vales of Resilience, Inclusion, Excellence, Kindness and Respect underpin all of our behaviour expectations

## 6. School Behaviour Expectations

We expect all pupils to:

- Be respectful to all members of the school community.
- Behave in a safe and responsible manner.
- Listen attentively and follow instructions.
- Allow other children to learn without disrupting lessons.
- Take pride in their learning and school environment.
- Show kindness and compassion to others.
- Embrace our school rules and follow them.
- Take responsibility for their own choices.
- Follow our Golden Rules.

To support behaviour we have three GOLDEN rules:

***Be Safe  Be Respectful  Be GREEN***

Our GREEN Acronym supports children being 'Learning Ready'. These expectations are refereed to regularly and displayed in all classrooms.

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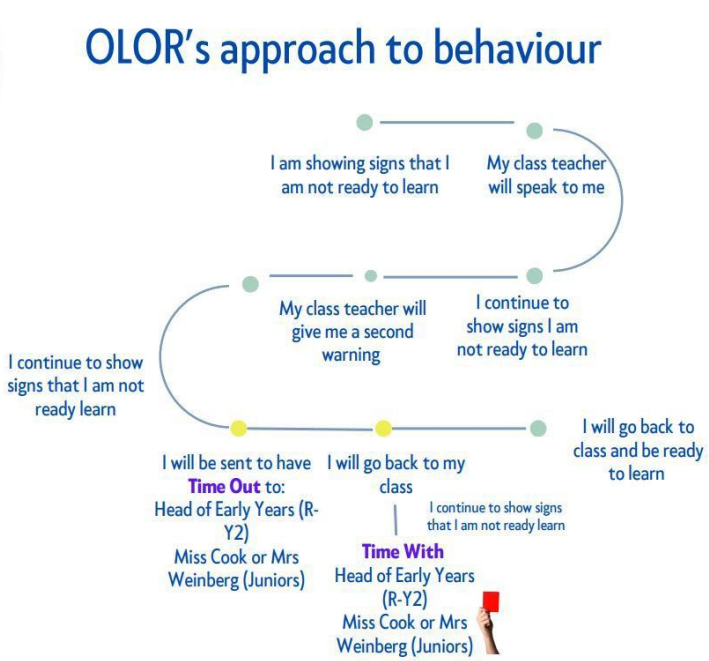
We promote positive behaviour through:

- **A Positive Learning Environment:** Creating a calm, safe, and supportive classroom environment where pupils feel valued and respected.
- **Explicit Teaching of Behaviour:** Teaching pupils about expected behaviours and the reasons behind them.

- **Positive Reinforcement:** Recognising and rewarding pupils who demonstrate positive behaviour through praise, certificates, rewards, and other incentives.
- **Role Modelling:** Staff consistently demonstrating positive behaviour and treating others with respect.
- **Restorative Approaches:** Using restorative practices to resolve conflicts and repair relationships.
- **Celebrating Success:** Regularly celebrating pupils' achievements and positive contributions to the school community.
- **Curriculum Enrichment:** Providing a broad and balanced curriculum that engages pupils and promotes their personal development.
- **Pupil Voice:** Encouraging pupils to share their views and contribute to the development of the school.
- **Forest School and Outdoor Learning:** Utilising our extensive grounds to enhance learning and promote positive behaviour through outdoor activities.
- **PE, Music, and Drama:** Providing opportunities for pupils to develop their talents and promote positive mental and physical health.

## 7. Addressing Unacceptable Behaviour

Wherever possible, we endeavor to get the best from our pupils through the rewarding of good behaviour and correct choices. However, we realise that to maintain a sustainable productive learning environment, procedures have to be in place to deal with instances where pupils make wrong choices and these have to be clear for staff, pupils and parents. We therefore have a staged approach to managing this behaviour.




There are however occasions where children demonstrate an unacceptable 'red' behaviour. On these occasions children will given a consequence and will have the opportunity to discuss how they can 'repair' relationships, parents will also be informed and the incident will be logged on CPOMS.

The following behaviours are considered unacceptable and categiorised as 'red' behaviours. Children are reminded of unacceptable behaviours each week at Mrs Groves' Assembly.

Examples of Red Behaviours (not an exhaustive list):

- Repeated disruptive classroom behaviour despite having engaged with Time Out and reasonable adjustments having been implemented.
- A child refusing to follow adult instructions.
- Bullying (including cyberbullying).
- Physical aggression towards another child.
- Intentionally hurting another child.
- Verbal abuse.
- Disrespectful behaviour.
- Theft.

- Damage to property.
- Use of illegal substances.
- Swearing.
- Spitting.
- Bringing electronics into school.
- Pressing a green access button.
- Accessing Trim Trail equipment when not supervised.

## 8. Rewards and Consequences

***Rewards***

We want our children to be motivated by their own successes, not motivated by material rewards. The most rewarding reinforcement for a child is a genuine, authentic, heartfelt piece of verbal praise. School no longer uses public behaviour rewards or charts due to the competition, comparison and inconsistency this can cause. Instead, teachers use the following ways to recognise pupils' effort and achievement:

- A whole class reward system (to which rewards can be added but never removed), culminating in a whole class reward at the end of each half-term. This is our class star jars.
- An individual reward card where children collect ten hole punches for behaviour that is seen as above and beyond. The reward is time based with staff and takes place on a Friday afternoon.
- Weekly 'Values' awards for demonstrating any of the 5 school values (Respect, Resilience, Inclusion, Excellence, and Kindness). These must be awarded on merit and not quota-filled.

- Weekly ‘Star of the Week’ and ‘Headteacher Award’.
- Showcasing work to the headteacher.
- Teachers actively contact parents to feedback regarding pupils’ good work or attitude. This can be done face-to-face, via telephone, email or text.

***Consequences***

At OLOR we wish to help our children understand the need for consequences that are proportionate and relevant to the situation. Consequences are co-constructed with the child and issued at an appropriate time based on both the situation and the child involved (either immediately or, at the very latest, the following day). Consequences for these actions will be

- **Fair:** Applied consistently and proportionately to the behaviour.
- **Restorative:** Focused on repairing harm and promoting reconciliation.
- **Developmental:** Aimed at helping pupils learn from their mistakes and make better choices in the future.

It is key that the situation is de-escalated and the child is regulated before attempting to discuss consequences.

Examples of proportionate and relevant consequences are as follows: (this list is not exhaustive)

| **Action** | **Consequence** |
|---|---|
| Work not completed due to lack of effort | Work completed at alternative time (e.g. play, at home – age dependent) |
| Dropping litter | Time spent picking up litter |
| Damage to property | Contribution to the repair/replacement cost |
| Lack of respect to school property | Tidying the classroom |
| Use of unkind language | Use of kind, positive language for remainder of the day. Time spent with SLT at |

| | |
|---|---|
| | break/lunch reflecting on impact of language |
| Child's behaviour renders them unsafe on the playground | Indoor play |
| Not following school/class rules | Unable to represent the school in competitions |

## 9. Persistent Behaviour Incidents

***Individual Behaviour Plans***

A very small number of pupils at OLOR may display persistent, extreme behaviour. As a result, some elements of this policy will not be applicable to them and they will instead have their own Personal Behaviour Plan. We provide these children with what they need rather than simply saying they must follow the same rules as everyone else as this will not work for vulnerable pupils. This does not equate to special treatment, and these pupils will still be issued with proportionate and relevant consequences when appropriate. Agreed strategies should be persevered with as they may not prove instantly successful, but should be reviewed and adjusted over time.

## 10. Special Educational Needs and Disabilities (SEND)

We recognise that pupils with SEND may require additional support to meet our behaviour expectations. We will:

- Make reasonable adjustments to our behaviour policy to accommodate the needs of pupils with SEND.
- Work in partnership with parents/carers, SENCO, and other professionals to develop individualised behaviour support plans.
- Provide targeted interventions to support pupils with SEND to develop positive behaviour strategies.
- Ensure that all staff are aware of the specific needs of pupils with SEND and how to support them.

## 11. Exclusions

Exclusion is used as a last resort and in accordance with statutory guidance.

We will:

- Only exclude pupils for serious or persistent breaches of the behaviour policy.
- Follow all statutory procedures for exclusion.
- Provide support for pupils who have been excluded to reintegrate back into school.
- Work in partnership with parents/carers and other professionals to address the underlying causes of the behaviour that led to the exclusion.

*There are 3 types of exclusion and parents are always informed.*

- *An internal exclusion is when the child does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day. They do not have break time with their friends.*
- *A fixed term exclusion is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home.*
- *The last type is when the child has to leave the school permanently and is called a permanent exclusion.*

## 12. Bullying Prevention

Our Lady of the Rosary is committed to preventing bullying in all its forms.

We will:

- Raise awareness of bullying through assemblies, lessons, and workshops.
- Provide training for staff on how to identify and address bullying.
- Encourage pupils to report bullying incidents.
- Investigate all reported incidents of bullying thoroughly and fairly.
- Implement appropriate sanctions for pupils who engage in bullying behaviour.
- Provide support for pupils who have been bullied.
- Promote a culture of respect, empathy, and inclusivity.

## 13. Recording and Monitoring

We will:

- Record all incidents of unacceptable behaviour on the school's behaviour management system CPOMS.
- Monitor behaviour trends to identify patterns and areas for improvement.
- Analyse behaviour data to inform school improvement planning.
- Report behaviour data to governors and other stakeholders.

## 13. Communication and Training

We will:

- Communicate this policy to all members of the school community.
- Provide training for staff on behaviour management strategies, restorative practises, and SEND.
- Ensure that all staff are aware of their responsibilities under this policy.
- Provide regular updates on behaviour trends and policy changes.
- This policy will be reviewed annually by the Headteacher and SLT in consultation with staff, parents/carers, and pupils. The review will consider:
- The effectiveness of the policy in promoting positive behaviour.
- The impact of the policy on pupil outcomes.
- Feedback from stakeholders.
- Changes in legislation and guidance.

## Appendix

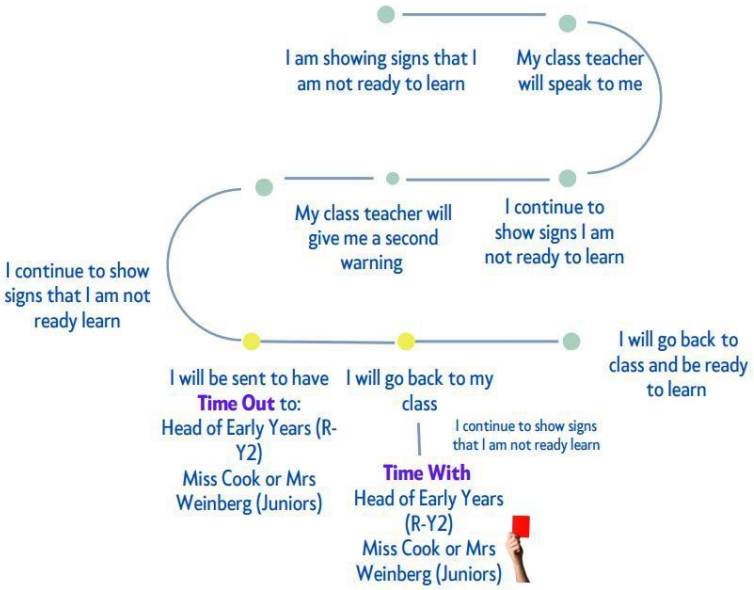
Behaviour Flowchart

Restorative Conversation template

*Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026*

*https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf*

# OLOR's approach to behaviour



# Time to reflect

| | |
|---|---|
| What happened? | |
| What were you thinking and feeling at the time? | |
| What have you thought about it since? | |
| Who has been affected and in what way? | |
| How could things have been done differently? | |
| What do you think needs to happen to make things right? | |

Name _____

Signed _____

Date:_____

## Prompts for Restorative Conversations

| Category | Script | Example |
|---|---|---|
| **Universal Expectations** | - Gentle approach<br>- Use child's name<br>- Child level<br>- Eye contact<br>- Deliver message<br>- Use of the language of emotion coaching | |
| **Reminders** | - I noticed you chose to …… (noticed behaviour)<br>- This is a REMINDER that we need to be (kind, respectful, passionate about our learning, strive to make a difference)<br>- You now have the chance to make a better choice<br>- Thank you for listening | - 'I notice that you're running. Please remember to be respectful of the school environment. Please walk. Thank you for listening.' |
| **Warnings** | - I noticed you chose to …… (noticed behaviour)<br>- This is the second time I have spoken to you.<br>- You will need to speak to me for two minutes after the lesson.<br>- If you choose not to follow the rules again, you will leave me no choice but to ask you to | - 'I have noticed you are not ready to do your work. You are not following the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' |

| | | |
|---|---|---|
| | change your card to blue and speak to me at breaktime/lunchtime.<br>- (learner's name), Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.<br>- Thank you for listening / I'm glad we had this conversation | |
| **Sanctions** | - I noticed you chose to …… (noticed behaviour)<br>- You need to (place a red/yellow card) and fill in a reflection sheet in (quiet area of class/another class in same year group).<br>- Playground: You need to go to (nominated member of staff) to fill in a reflection sheet. I will speak to you once you have filled in your reflection sheet. | - 'I have noticed you chose to use rude words. You are not following the school rule of being respectful. You have now chosen to go and sit in the quiet area and fill in a reflection sheet. I will come and speak to you when you have finished.' |