

Relationships and Behaviour Policy

2025-2026

At St Bridget's Catholic Primary School, we recognise Christ in everyone as we grow together in faith and love to serve the community.

At Bridget's, Christ is at the centre of all we do. As a Catholic school, our values of compassion, care and respect are rooted in the Gospel as we learn and grow together to recognise Christ all around us.

Children need to be sure that every member of staff will respond in the same way to their behaviour, good or bad, and our actions should always reflect this high level of consistency.

We show our values in the ways we behave in school and in the relationships we have with one another.



Definitions

For the purposes of this Policy and procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this also refers to academies and Pupil Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs and will usually include wrap around care provided by a setting such as After School and Breakfast Club.

Introduction

In their document '[Behaviour in Schools – Advice for head teachers and school staff](#)', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on [School suspensions and permanent exclusions](#) to ensure that these interventions are used appropriately. The school also has a Suspension and permanent exclusion Policy and procedures to which reference will be made where necessary.

The Standard of Expected Behaviour (School Rules)

At the beginning of each year and as needed, class teachers discuss the School Rules with their class, encouraging pupils to think about what they mean to them, consider examples of what each rule might look like for them and agree as a class to follow the School Rules. The rules run in conjunction with our Catholic values which will be referenced during discussions with pupils about their behaviour.

Adult strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- NOTICE excellent behaviour

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear and so children understand acceptable and appropriate behaviours towards themselves.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To ensure that our children experience success which can be developed through the EYFS Framework, National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and privately.
- A whole school approach is used when dealing with inappropriate behaviour.
- Staff will not make assumptions about behaviour without first exploring any contextual reasons for the behaviour, particularly where this may be out of character.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.

Communication

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish details of the school's Relationship and Behaviour Policy on the school website.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.
- To love others as well as they love themselves

Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect regardless of ability, sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation
- To use rules and sanctions clearly and consistently.
- To foster good relationships with families.
- To recognise that each child is an individual and to be aware of their needs.
- To love others as well as they love themselves.

All adult responsibilities:

- To be aware of the school rules and expectations.
- To model school expectations when on school premises or during school events.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.
- Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a staff member or other adult) will not be tolerated;

Daily Routines

Coming into school

How the day starts sets the tone for the rest of the day. Each day in school begins with a 'calm start' to the morning. Children take part in quiet activities. Academic learning begins at 9.00am, with children's wellbeing prioritised at the start of every day.

A member of the pastoral team and SLT will be on the entrance doors each morning to say hello / good morning to families; teachers and teaching assistants will be at the classroom door to welcome children into their class.

Staff greeting the children at the entrances to school each morning means that all children can access support if needed, or just a friendly smile each morning, as they enter school. Staff are also able to speak with parents / carers during this time, to discuss any issues which may be affecting the child, or their family, and which we can then take in to consideration.

In addition, children with additional needs, or those who simply find coming to school difficult, can 'check in' with our ELSA (emotional literacy support assistant) in dedicated quiet spaces each morning, before heading to class.

Breaks and Lunches

Children are supervised during playtimes by teaching assistants who know the children and how best to respond to their needs. Teaching Assistants also accompany our lunch-time supervisors during the lunch break, again to ensure that qualified staff are on hand at all times to deal with any issues which might arise.

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. After lunch each day, children take part in Christian meditation which allows children to make a calm and focused start to each afternoon session, after a lively playtime.

Moving around school

In school, we strive to maintain a calm and orderly atmosphere at all times of the school day, with children led by staff in and around the school and encouraged to move around quietly and respectfully.

Safe Space

We have two dedicated spaces in school; Meeting Room 1 and 2, providing a quiet, calming space for any child who needs time out away from the busy school day. In addition, all classrooms have a quiet space or reading area and all classes have a 'calm kit' of sensory resources to be used in class, including ear defenders and fidget toys

Strategies for positive encouragement include:

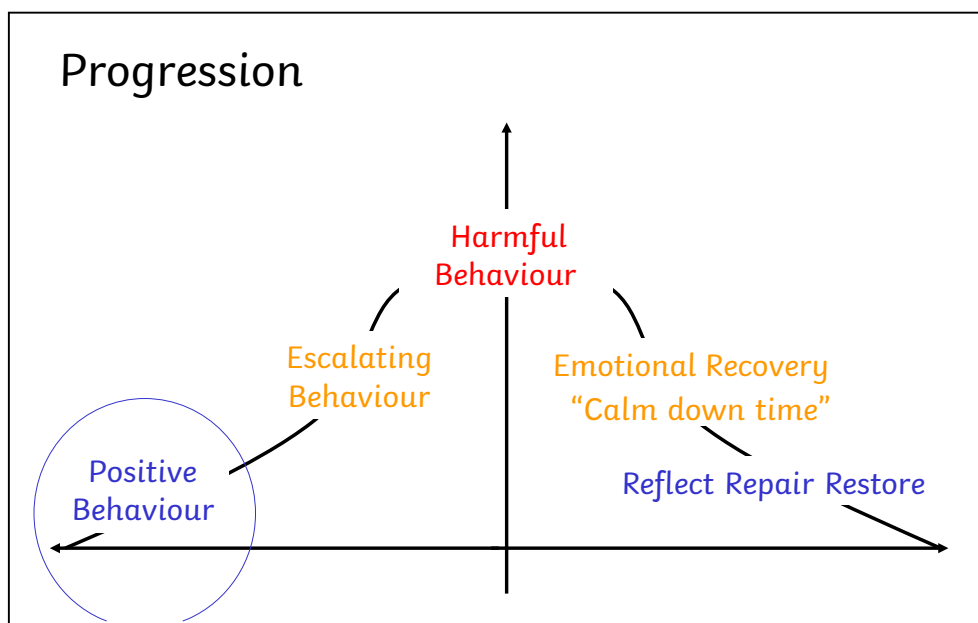
We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school.

- Verbal praise in class
- Communicating praise to parents via a phone call or written correspondence
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Allocating positions of responsibility e.g. pupil groups
- Sharing and celebrating success in assemblies, specifically related to the Gospel Values – Green Book
- Stickers awarded in lessons for good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.
- Planned events for attendance/Strive for 5
- Class prizes
- Class DOJO/text messages home for achievements
- Honorary trophies for outstanding pupils in specific discipline

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others.

We recognise and respond quickly and consistently to behaviour which is not positive, (“escalating behaviour”) with a view to preventing harmful behaviour.

Harmful behaviour is rare at our school. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.



Celebrating Positive Behaviour

Children's positive behaviour is noticed, encouraged and often rewarded.

Whole School Rewards:

Each week, we have a celebration worship where children are selected by their class teachers and teaching assistants for recognition at a whole school level – this is entered into the Green book and read out. Individuals may have been identified to have shone in keeping with our Christian values or for demonstrating a particular behaviour.

Class and Individual Rewards:

- "Catch them getting it right". Staff should constantly look for opportunities to give specific positive praise to children when they are trying hard and following the School Rules. Praise should be specific so that pupils are clear on what they have done well.

- For pupils who are going 'over and above' in school, they will be recognised by a positive note card/message, which will be sent home to families. These will be sent when staff recognise children who are role models at following our school rules, demonstrating our values and using learning behaviours well. These will be shared with the whole class when they are being sent home to ensure they are celebrated. In addition, pupils could be sent to visit the Headteacher to share an exceptional piece of work.

Responding to escalating behaviour

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that *Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.*

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances.

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited and provide support to deal with these underlying reasons.

Level One:	Low level disruption in class • Calling out • Passing notes • Misuse of practical equipment • Consistently off-task • Graffiti on books, equipment, or furniture • Littering
Level Two:	Repeated refusal to follow instructions • Repeated disruption to learning • Use of inappropriate language • Walking out of lesson without permission • Undermining/personal/discriminatory comments directed at staff • Repeated personal or discriminatory comments directed at other pupils • Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values
Level Three:	Direct swearing at a member of staff • Violence or intimidation directed at any member of the school community or the wider community • Out of control behaviour • Bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours • Deliberately invented or malicious allegations against staff or other pupil

Level 1 - Positive encouragement and raise awareness: As a first step, all staff will re-direct pupils or give them additional support to get them back on track. They will have a quiet conversation with a child regarding their behaviour.

Strategies include; attracting attention to the learning or to a positive role model; the use of positive phrasing; being offered a limited choice; a positive reminder of our School Rules; an offer to make positive behaviour easier such as moving places, working with a different group, or the use of a movement break, sensory break or concentration break (such as being asked to do a "job" or being allowed a brief walk out of the classroom); providing a physical resource such as a fiddle toy to aid concentration. Staff will work to re-establish a working relationship with pupil *during* the lesson.

If this continues, raise awareness with child that if their behaviour continues there will have to be a consequence.

Level 2 – Correction: If negative behaviour continues, children will have a correction conversation using the micro-script. This conversation will hopefully ensure that children's behaviour is corrected and they

resume by following the school rules and continuing with their learning. **Incidents and follow up actions at Level 2 will be shared with relevant colleagues via CPOMS.**

Level 3 - Consequence: Learning-based time out; reflection and/or catching up – Usually the range of responses available at Level 1&2 will re-direct and seek to correct escalating behaviour. However, where these are not sufficient, a learning-based time-out might be appropriate (e.g. to watch a role model or speak to an adult). There may also be some catching up to do where pupils have missed out on valuable learning time while their behaviour was not positive. This may mean time out in another class – completing their work in a different environment.

If responses up to Level 3 are not sufficient to redirect behaviour, or where behaviour in any given session is very difficult, a member of the Senior Leadership Team will be consulted to agree appropriate consequences for the behaviour, taking account of the seriousness of the behaviour and any history of similar behaviours.

Consequences at Level 3 should help the pupil to reflect on their behaviour and why it is not acceptable and include a plan to support the pupil in changing his or her behaviour. **Incidents and follow up actions at Level 3 will be shared with relevant colleagues via CPOMS.**

***Level 3 Individualised Support:** For pupils whose needs are exceptional (including those with SEND) and in respect of whom responses at Levels 1&2 are not sufficient, a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader may be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support for their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.*

Level 4 - Restorative conversation: Following the consequence, there is always an age-appropriate discussion with the adult who triggered the Level 3 consequence, ensuring the pupil understands why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action with any "victim" of the Level 3 behaviour is required – part of repairing and rebuilding relationships with pupils. **The behaviour and consequences work will be discussed with the pupil's family and recorded on the pupil's record on CPOMS.**

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.

3. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
4. What was each person thinking and feeling at the time, before and since?
5. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
6. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? Does the child need a reminder e.g. social story, visual/written plan of action etc.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action

Our school has a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Suspension, permanent exclusion and pupil movement (Beyond Level 4)

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to suspend or exclude a pupil from school will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

A suspension or exclusion from school will only be considered where the school has exhausted the strategies, practices and interventions set out in this Policy and where they have not been successful in improving a pupil's behaviour. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion – see point 8. below.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Suspension and exclusion Policy and procedures and the DfE guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

In order to ensure a pupil's continued education, we may also consider a managed move to another school or direction to an alternative off-site provision. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. Further information on suspension and exclusion is available in our Suspension and Exclusion Policy and procedures which is available to download from the school website.

Reintegration

We have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour. Further information on reintegration strategies following suspension, exclusion or off-site direction is available in our Suspension and Exclusion Policy and procedures

Searching, Screening and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document Searching, Screening and Confiscation – Advice for schools.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

In the event of any pupils, regardless of their age or circumstance, being found in possession of a bladed/sharply pointed article on a school premises (either brought in or deliberately secreted about their person), the school must report this to the Police as soon possible on 101, or 999 in an emergency. Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows: 23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Use of Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain

children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have SEND, mental health needs or other health conditions. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Managing Behaviour over time:

Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in their class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement of expectations in line with values/rules of the school
- Awarding certificates, specified praise, headteacher awards, Dojo's, VIP
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.
- If children have not completed work due to negative behaviour this may be sent home for completion.

The headteacher's/SLT involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents or incidents are of a serious nature e.g. swearing at a person intentionally, hurting someone

intentionally, using any protected characteristic inappropriately (The characteristics that are protected by the Equality Act 2010 are: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation).

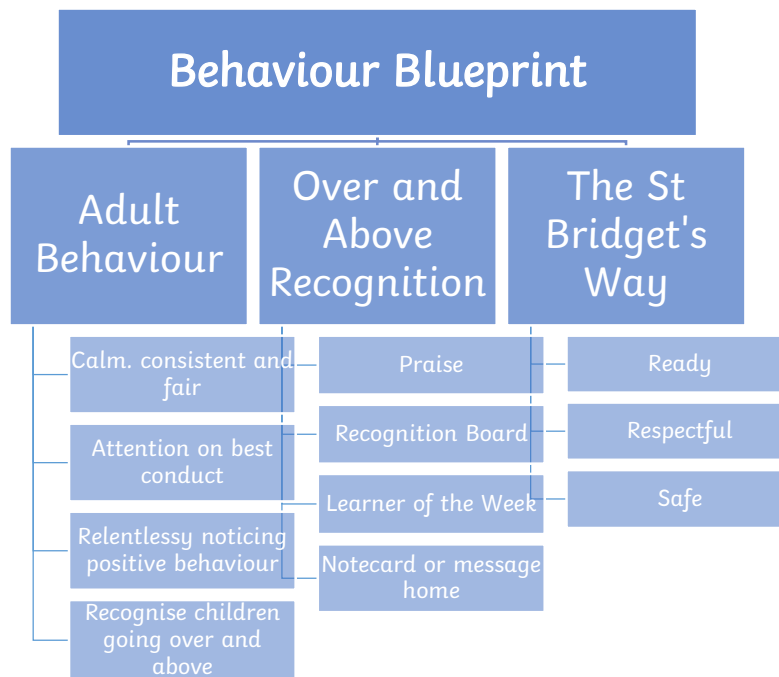
- A Pupil voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to ELSA/Counsellor to identify possible strategies if appropriate
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of suspension or permanent exclusion if all other strategies have proved unsuccessful or incidents are of a serious nature

Recording of responses to behaviour

Staff should document, using CPOMs -

- Any Level 3 or 4 consequence work undertaken
- Allegations of Bullying (in line with the Anti-Bullying Policy)
- Any racial incidents (in line with the school's Racial Harassment Policy)

Appendix 1 – Behaviour Blueprint



We believe in giving every child the support and respect needed to help them reach their potential.

Stepped Sanctions – in private	Micro-script	Restorative Questions (using emotion triangle)
<ol style="list-style-type: none"> 1. Caution: reminder of rules 2. Correction: using micro-script 3. Consequence: learning-based time out 4. Conversation: restorative questions using emotion triangle to support 	<p>I notice you are... (state clearly the negative behaviour you wish to stop)</p> <p>You are not showing our value of... (love/compassion/respect)</p> <p>You have chosen to... (state clearly the consequence for the behaviour)</p> <p>Do you remember when you... (example of them showing the value successfully)</p> <p>This is what I need to see today. Thank you for listening.</p>	<ol style="list-style-type: none"> 1. Can you tell me what happened? (<i>Listen to each person's point of view</i>) 2. What were you thinking/feeling at the time? 3. How have you been thinking/feeling since it happened? 4. Who do you think has been affected by your actions? How were they affected? 5. What could you do now to help make things right? 6. How can we prevent this from happening again in the future? 7. What can I do to help you?

Relentless Routines			
Movement around School	Active Listening	Silent Signals	High Expectations

Appendix 2 – Behaviour Expectations

<p>During Lessons</p>	<p>During Lunchtime</p>
<p>Follow silent signals – hand up, thumbs when done, 1,2,3 Respectful of each other and teachers Ready to learn Positive attitude Absorbed in lesson Organised Keep classroom tidy Try your best</p>	<p>Listen and follow instructions Show good manners Use cutlery correctly Be kind to each other and staff Help people looking for a friend Follow 'Playing the St Bridget's way' Look after and tidy up equipment Be respectful Follow signals – hand up, bell</p>
<p>During Playtime</p>	<p>During Worship</p>
<p>Listen and follow instructions Be kind to each other and staff Help people looking for a friend Follow 'Playing the St Bridget's way' Look after and tidy up equipment Be respectful Follow signals – bell</p>	<p>Be respectful Listen carefully Join in at appropriate times Be absorbed in the worship</p>
<p>Moving around School</p>	<p>During Trips</p>
<p>Listen and follow instructions Walk with pride – sensibly and quietly Show good manners Be respectful of other classes and our school environment</p>	<p>Follow our school rules – ready, respectful, safe Ask thoughtful questions Be respectful to members of the public Listen carefully Appreciate the environment you are in</p>

Appendix 3 – Examples of phrasing

<p>Negative Phrasing</p> <ul style="list-style-type: none">○ Stop being silly○ Be good○ Don't throw the pen○ Stop running○ Don't talk to me like <i>that</i>○ Calm down <p>No choice (making demands)</p> <ul style="list-style-type: none">○ Get out!○ Get in here now!○ Do as you are told!○ Give it to me now!	<p>Positive phrasing</p> <ul style="list-style-type: none">○ 'I've noticed that ...'○ Stand next to me○ Put the pen on the table○ Wonderful Walking in the corridor○ Walk with me to ...○ Stay seated in your chair○ <i>Always use please/thank you</i>
<p>Open choice</p> <ul style="list-style-type: none">○ What do you want to do?○ Would you like to go inside?	<p>Limited choice</p> <ul style="list-style-type: none">○ Where shall we talk, here or in the library?○ Put the pen on the table or in the box○ Are you going to sit on your own or with the group?○ Are you starting your work with the words or a picture?
<p>Empowering the behaviour</p> <ul style="list-style-type: none">○ Come back here, now○ You are not allowed in there○ Get down from there○ Don't you dare swear at me○ I'll let you use the computer if ...	<p>Disempowering the behaviour</p> <ul style="list-style-type: none">○ You can listen from there○ Come and find me when you come back○ Come back into the room when you are ready

