



St. John the Evangelist Catholic Academy **Behaviour Policy**

“Growing and Learning together in Christ.”
(School Mission Statement)

“Lord be thy Word my rule”
(School Motto)

St. John the Evangelist Catholic Academy recognises that Gospel values and the teachings of the Catholic Church are central to the life of the school. The school seeks to create an environment which encourages and reinforces good behaviour where children feel safe and secure, and can develop spiritually, academically, emotionally and socially. Together we hope to lead our children towards understanding tolerance, justice and sensitivity to the needs of others. Our intention is to form and mould the people in our care, as we are all created in the image and likeness of God. In order to achieve this successfully, we are firmly committed to the following objectives:

- Ensure that the Gospel values of love, understanding, tolerance, justice and peace are in every aspect of learning, teaching and the totality of school life, in order to foster positive relationships within our school community
- Ensuring that the Fundamental British Values of Democracy, Rule of Law, Respect & Tolerance and Individual Liberty are interwoven throughout the curriculum and school life
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths
- Encourage self-awareness, openness and respect in the way we communicate and respond to others
- Establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all
- Value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements
- To promote a learning culture in which children are encouraged to take some responsibility for learning
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

Behaviour Rules and Expectations

The school bases its framework for positive behaviour on the following principles which we have adopted as our school rules:

School Rule	Why we have this?
Respect for God	This is part of who we are. Christ is at the heart of our school and is with us in all that we do. We recognise that we are all made in His image and likeness and that we look to God to be our guide, our comfort and our protector. We hope to live in the way that God wants us to and all children have the opportunity to grow closer to Him through prayer and worship and develop the talents that God has blessed them with.

Respect for oneself	You cannot love and respect others if you do not love and respect yourself. Therefore, we should take pride in everything we do and how we present ourselves including uniform and cleanliness so that we can be the best version of ourselves, which will in turn inspire others.
Respect for others	We show respect for others because this is fulfilling what Jesus asks of us through his teachings. It is the foundation for good, positive relationships in our school as it enables inclusivity, equality and acceptance of others. It enables us to show love and kindness and provide a happy and safe environment for all.
Respect for other people's property and belongings	This encourages our pupils to look after the world God has created for us and teaches them the importance of respecting the feelings of others when using something that belongs to someone else. It teaches pupils to appreciate and look after things they are given and sets them up for being a good citizen in the future (e.g. not vandalising or littering.) We ask that pupils treat other people's items with the respect and care they would give their own.

We have introduced a new acronym to our school to support our children understanding of behaviour expectations.

The St. John's way is:

S	S how love and respect to all
T	T eamwork
J	J ust like Jesus
O	O wnership of learning and actions
H	H elp each other
N	N ever give up
S	S mart uniform with a smile

Expectations of all staff

'Example makes a greater impression on the minds & hearts than words.'

St. John Baptist de La Salle

All staff actively teach pupils how to behave at St. John's. This enables our pupils to not only follow the school rules but they learn to behave in a way that is Christ like and make a positive contribution to their classroom, the school and the wider community. Staff and their behaviour are expected to be role models for the children at St. John's. To do this, we have highlighted four key values that all staff will demonstrate at all times to encourage positive behaviour in our pupils.

The values and reasons for this are recorded below:

We expect staff to be...	We expect this because...
Respectful	<p>'Love one another as I have loved you" John 13:34</p> <p>St. John recorded Jesus' words in his gospel telling us how we should always treat other and this underpins all actions and words we use at St. John's. Respect is important to enable the whole community to feel safe and loved.</p>
Hard working	<p>'You will definitely enjoy what you've worked hard for — you'll be happy; and things will go well for you.' Psalm 128:2</p> <p>Hardworking staff are an essential ingredient in the success of our pupils. Dedication and effort are needed to help our pupils throughout their time at St. John's. Staff pride themselves on how hardworking they are.</p>
Supportive	<p>'And do not forget to do good and to share with others, for with such sacrifices God is pleased.' Hebrews 13:16</p> <p>We recognise as staff that everybody within our community needs support. We strive to provide the best we can to all.</p>
Positive	<p>'Blessed are the pure in heart, for they will see God.' Matthew 5:8</p> <p>It is vital that we remain positive in all we say and do. Positivity is an important component to enable our pupils to thrive. A smiling teacher can sometimes make all the difference.</p>

Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (See Appendix 1).

Rewarding Good Behaviours

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by demonstrating good behaviour and a good attitude to work. We believe that rewards have a motivational role, helping children to see that good behaviour and working hard is valued. The system is consistent throughout the school from Nursery to Year 6 and is always used by all school staff across all environments including and not exhaustive to: lunch times, after school clubs, trips and on residential visits.

The following methods will be used by adults to reward positive behaviour:

- Positive acknowledgement or comments to individuals or groups
- Visual prompts within classrooms to highlight individuals for good behaviour, eg. badges, stickers
- The use of stickers or team house points on class charts for good work
- Children are awarded team house points on class charts for good behaviour
- KS2 – House points are given for good behaviour on the yard
- Public acknowledgement of progress in weekly 'Celebration' assembly
- Headteacher's awards – given to recognise outstanding behaviour or work
- Stickers for attendance, awarded on a termly basis and gold, silver and bronze certificates awarded on an annual basis
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care, reading and an overall class prize in every year group.

A whole school celebration assembly is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day.

A variety of awards are presented for a range of successes and achievements, including:

- The Virtues Award - 1x pupil per class
- Curriculum Award – 1x pupil per class
- Every other week - Librarians present a reading award (identified children across the school)
- Every other week – Key Stage Reader Award - 1x pupil EYFS/ KS1/ Y3/4 and Y5/6
- Every other week - Playground Leaders present awards to identified children across the school for excellent behaviour and playing on the playground.
- House Captains identify a member of the week from across the school (1 pupil from each of the four houses – St. Andrew's, St. David's, St. George's and St. Patrick's. The winning house is awarded to the team collecting the highest number of house points that week
- Weekly Attendance shared and celebrated - whole school and class with the highest attendance win the trophy for the week. This is recorded on the hall display.

End of Year Awards

At the end of the academic year the children's hard work is celebrated with the parents in the form of an assembly. There are awards given out to pupils in each of the classes, in the areas of: progress, effort, attainment, curriculum, reading, carer and overall class prize.

Sanctions

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour to protect the security and stability of the school community.

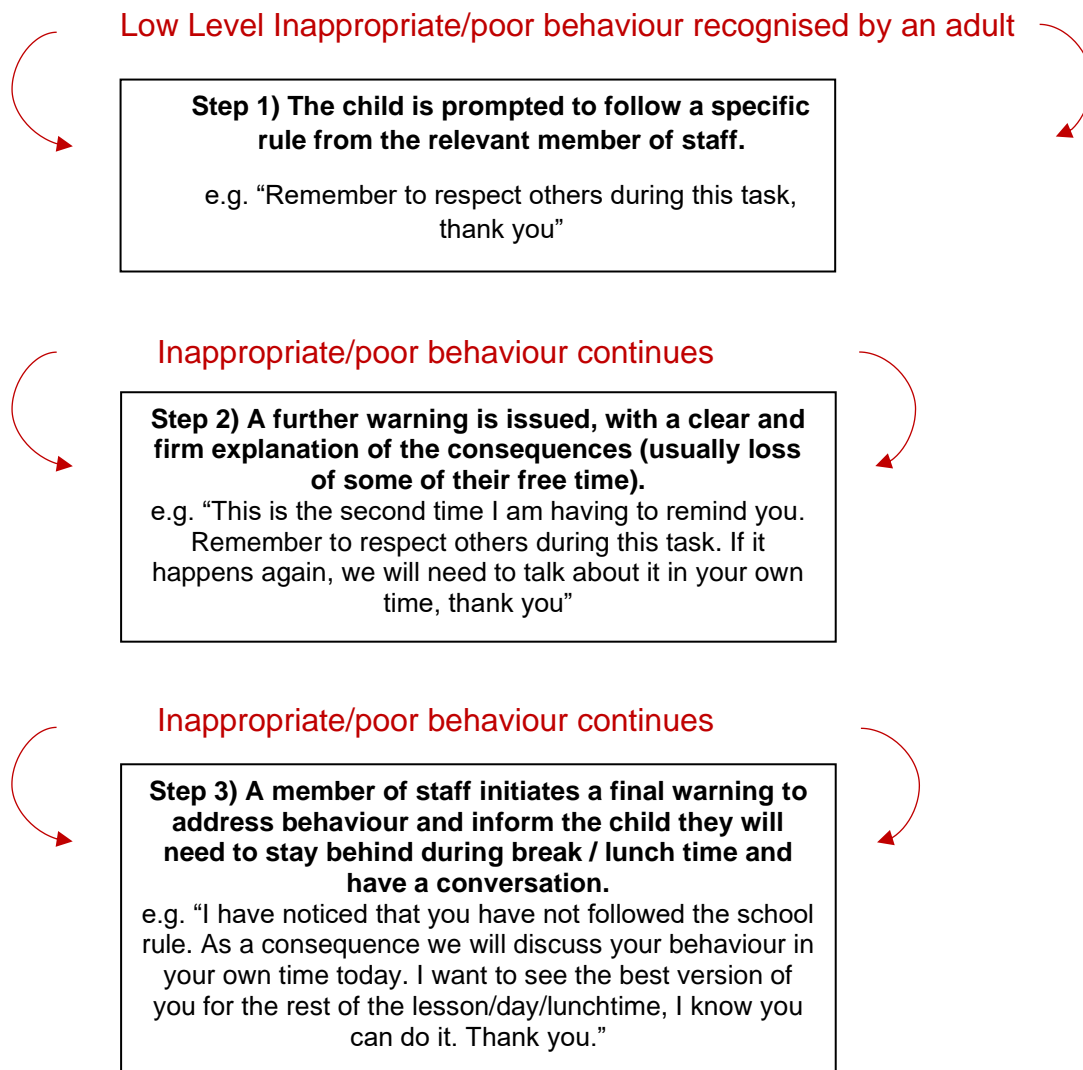
The use of sanctions are characterised by certain features:

- It is made clear why the sanction is being applied

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

Low level inappropriate/poor behaviour

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



The above scripts used by teachers may differ in language used depending on the age of the child (see Appendix 2)

1. The child will receive a prompt to follow a specific rule from the relevant member of staff.
2. If a child continues then a further warning will be issued, with a clear and firm explanation of the consequences.
3. If a child continues then a member of staff initiates a final warning to address behaviour and inform the child they will need to stay behind during break / lunch time. During this time the child can either complete work or complete a behaviour reflection sheet (see Appendix 3).
4. If the child continues to misbehave then he/she will be referred to the key stage manager. This may result in a child being asked to carry out tasks during break-time or, in more serious instances, a referral to the Vice Principal or Principal. In all instances the behaviour incident will

be logged on CPOMs by the member of staff with a follow up from a senior leader. The child will complete a behaviour reflection sheet.

5. If a child's name is recorded in CPOMS for behaviour on three separate occasions within a month or the one occasion is deemed severe, parents will be contacted (under the discretion of SLT) to discuss the matter with the key stage leader, Vice Principal or Principal. If behaviour is persistent and still proves a problem, discussions around a possible time out or a fixed term exclusion with parents may take place.

Where children are being sent to/ taken to a member of SLT. Staff will phone ahead to ensure the SLT member is present in class/ office. If not please contact another Key Stage leader.

The behaviour recorded on CPOMs will be shared and discussed at weekly SLT meetings. This will allow staff to monitor behaviour of individual or groups of children and to provide further support where necessary, for example, referral for family support worker, SEND support, etc.

Serious behaviour incidents

Incidents of a more serious nature (e.g. verbal aggression, the use of foul language, arguing with an adult etc) will incur a different response. The adult will skip straight to stage three and the child/children will have to complete a behaviour reflection sheet during their own break and/or lunch time. The child will be asked to think about what they have done, the school rule that they have broken and what they can do to put it right.

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

'Time Out'

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. **It is crucial that the use of 'time out,' from either lessons or playtimes, is constructive,** that children fully understand the reason for the seclusion and are encouraged to reflect and take responsibility for their actions.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school or a behaviour reflection sheet, or in cases involving disruption in class, they may be required to complete work from the lesson or complete a behaviour reflection sheet. **Children should not be instructed to stand in corridors at any time.**

During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time out' period; **on no account should this extend beyond ten minutes of each session.**

On occasions, it may be necessary for some children to be supervised by an experienced adult during 'time out' sessions. These children may have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support.

During these instances, staff may be deployed to supervise a child, under the direction of the Principal or senior staff.

Exclusions

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

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to an SLT member, in

another classroom or complete work on their own (eg. In the library) supervised by a member of staff.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort. In cases involving inappropriate behaviour during break-times on a regular basis, parents may be asked to remove children from the school premises during lunch break periods for a fixed period. On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. The school may even arrange for the child to attend another school in the collegiate for a set time to ensure their education is not affected. It is expected that parents will support the school's decision should this occur. Every effort will be made to support and communicate regularly with parents. The Principal will promptly complete the formal documentation and forward this to the local authority and the CSEL is informed of all exclusions.

Bullying

The school regularly educates its pupils on what bullying is and what bullying is not. For example, this can take the form of an informal classroom discussion, be the focus of a particular PSHE/ RSHE lesson, or the key theme in an assembly. Should a child perceive that they are being bullied in school this is taken seriously and acted upon quickly. A child can report that they are being bullied to any member of staff. The principal and other members of SLT are responsible for investigating bullying. When an investigation is carried out, all actions taken are logged and children on both sides of the incident are spoken to. If the incident is regarded as bullying, parents of all children involved are informed and appropriate actions are taken to prevent it from continuing.

Racism

It remains the responsibility of the Principal to provide an annual report to directors of all racist incidents in school. St. John's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism a member of the SLT informs parents from both perpetrator and victim.

Sexual Harassment

The school has a separate Sexual Harassment Policy.

Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of a pupil passport. In these cases, children will be identified and placed on the school's special educational needs register.

Roles and Responsibilities

It remains the overall responsibility of the Principal and the Vice Principal to ensure that high standards of discipline are maintained on a daily basis. However, at St. John's **we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.**

A 'Code of Conduct for Adults in School' has been shared and agreed by all involved in working within our school community. (See appendix 3).

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in

maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

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

School Council

The head boy, head girl and two representatives from each KS2 class meet fortnightly to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the Principal for future reference at staff meetings, where appropriate. Representatives from the school council are expected to provide prompt feedback to their peer group.

Homework

Children are set homework from Reception to Year 6. If a child in EYFS or KS1 does not complete their homework, this is at the discretion of the class teacher and they will liaise with the parents. If a child in KS2 does not complete their homework, once again this is at the discretion of the class teacher (eg. For a child who persistently does not complete and a child who forgets it once) they may be asked (if they forget it on a regular basis) to complete during a playtime/lunchtime (supervised by a member of staff).

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school, children are expected to continue to observe the school rules and dress code/ at all times whilst on the premises. Children may leave the school in PE kits if they have stopped for an after school activity requiring them to wear them or if they are younger pupils who have had an external PE teacher teaching them for the last session of the day. Pupils are expected to follow the school rules whenever they wear the school uniform for example walking home from school. Children in Year 6 are allowed to walk home by themselves (with written permission from a parent or guardian). However if there are any behaviour incidents, the school may ask that the child is collected by a parent or guardian so they can supervise them as they walk home.

Lunch-time Procedures

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

Children in Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by midday supervisors and teaching assistants and should not re-enter the school buildings without permission.

Children in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of midday supervisors and/or teaching assistants.

Key Stage 2 pupils are expected to stop when the lunchtime staff ask. Children will follow instruction of staff on duty and walk directly and sensibly into class following a member of staff from their class.

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

Years 1 and 2 will go outside from 12.00pm onwards, Years 3 and 4 will go outside from 12.15pm onwards. Years 5 and 6 will go outside from 12.30pm (when Years 1 and 2 come in) onwards.

Playground Equipment, Games and Activities

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

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the Principal or the Vice Principal.

During playtimes and lunch breaks, KS1 children and KS2 children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately.

Under the leadership of the PE leader, playground leaders have been trained to organise games and activities. Midday supervisors and teaching assistants are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

Procedures for Wet Playtimes

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

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

Expectations of parents

We encourage parents to read and understand the behaviour policy used in school and implement the same expectations and routines outside of school as this will consolidate their child's understanding and ensure consistency when moving from home to school. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times.

Along with their children, parents are expected to behave in an appropriate manner at all times when on the school premises. This includes when communicating with other parents, children and/or school staff. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff, SLT member or principal, it may not always be appropriate to address concerns immediately, e.g. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment via the school office to discuss any issues. Parents can be assured that all concerns will be addressed promptly.

The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of Social Media. Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

Please see our Code of Conduct for Adults in School (Appendix 4)

Parent-Helpers

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

This policy was agreed by staff in January 2024

This policy was approved by the Local Academy Committee in March 2024

This policy will be reviewed in January 2024

Signed_____ Chair of School Committee

Appendix 1

St. John the Evangelist Catholic Academy Uniform

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

<u>Boys</u>	<u>Girls</u>
School Navy woollen jumper (school colours on the V neck) White school shirt (polo shirts for Nursery only) School tie Dark grey flannel trousers or shorts Grey, black or white socks Black shoes Black boots (only during the winter months and must be no more than ankle height)	School Navy woollen cardigan (school colours on the V neck) White school shirt (polo shirts for Nursery only) School tie Dark grey skirt or pinafore or trousers Grey, black or white socks or grey or black tights Black shoes Black boots (only during the winter months and must be no more than ankle height)
P.E. Kit Navy blue T shirt (logo or plain) Navy cotton shorts Navy sweatshirt Navy jogging bottoms (winter) Black plimsolls or Trainers	P.E. Kit Navy blue T shirt (logo or plain) Navy cotton shorts Navy sweatshirt Navy jogging bottoms (winter) Black plimsolls or Trainers
	Summer Term Only Girls may wear navy and white checked summer dresses

Hair and Accessories

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

Tattoos, Make up and Nail Varnish

Temporary transfer tattoos, make up and nail varnish are not allowed.

Jewellery

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

Appendix 2

Scripts used by KS2 staff

Low Level Inappropriate/poor behaviour recognised by an adult

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

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

Inappropriate/poor behaviour continues

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

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

Inappropriate/poor behaviour continues

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

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

Scripts used by KS1 staff

Low Level Inappropriate/poor behaviour recognised by an adult



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

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

Inappropriate/poor behaviour continues

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

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

Inappropriate/poor behaviour continues

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

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

Low Level Inappropriate/poor behaviour recognised by an adult

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

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

Inappropriate/poor behaviour continues

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

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

Inappropriate/poor behaviour continues

Step 3) A member of staff initiates a final warning to address behaviour and inform the child they will need to stay behind and have a conversation.

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

Appendix 3

Name: _____

Date: _____

KS2 Behaviour Reflection Sheet

What happened?

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

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

What can you do to make things right?

What might you do differently in future?

Name: _____

Date: _____

KS1 Behaviour Reflection Sheet

What happened?

Who has been affected and how have you made others feel?

What do you need to do now?

What will you differently next time?

Adult completing the form with child: _____

Appendix 4

Code of Conduct for Adults in School

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

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

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

Communication with Parents

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

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

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