

Our Lady of Compassion Catholic Primary School



'To Live As Jesus Taught Us'

(Connection and Relationship Policy) also referred to as Care and Behaviour Policy

*Our Lady of Compassion School is part of Our Lady and All Saints MAC
in the Archdiocese of Birmingham*

*As a Roman Catholic Primary School our aim is to develop, within each child, an understanding
of his or her Catholic faith. It is hoped that with this knowledge, children will grow into
responsible Catholic adults who will be able to demonstrate their faith and concern for others
and continue the worship of God.*

*The school provides a full curriculum and through the presentation of the curriculum it is
hoped children will develop the necessary skills for adulthood and an understanding that the
skills should be for the benefit of everyone, which is an important part of Catholic life.*

*“In the same way, let your light shine before others, so that they may see your good
works and give glory to your Father who is in heaven.” (Matthew 5:16)*

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ETHOS AND VALUES

Governors and staff have developed this policy to reflect the ethos and values that we all share and maintain within our Catholic Community. Discipline in our school will be in line with our Catholic belief as we faithfully strive to nurture the Gospel Values within our children. Our purpose is to develop the character of the child to lovingly respect their own person and belongings, and to lovingly respect other people and their property.

Gospel Values

The values which guide and inspire us in our Christian lives are those given to us in the Gospels - they are our Gospel values, based on the Beatitudes which may be summarised as follows:

- *Faithfulness and Integrity* – Blessed are the poor in spirit, for theirs is the Kingdom of Heaven
- *Dignity and Compassion* – Blessed are those who mourn, for they shall be comforted
- *Humility and Gentleness* – Blessed are the meek, for they shall inherit the earth
- *Truth and Justice* – Blessed are those who hunger and thirst for righteousness, for they shall be satisfied
- *Forgiveness and Mercy* – Blessed are the merciful, for they shall obtain mercy
- *Purity and Holiness* – Blessed are the pure in heart, for they will see God
- *Tolerance and Peace* – Blessed are the peacemakers, for they shall be called children of God
- *Service and Sacrifice* – Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way

Overview

Our Connection and Relationship Policy is rooted in our mission statement, 'To live as Jesus taught us'. There is ongoing discussions with pupils about living the Gospel values and virtues through this mission statement, as well as identifying fair consequences for behaviour which falls short of what is acceptable.

For behaviour management to be successful, it must be predictable and consistent. The following steps outline how all staff ensure a fair system. When dealing with unacceptable behaviour:

- children are first given a reminder and the opportunity to reflect on their behaviour,
- all staff act firmly and confidently, as well as in a respectful manner, modelling the desired behaviours at all times,
- all staff make clear that it is the behaviour that we do not like, and not the child,
- staff follow the graduated approach to behaviour management as identified in this policy,
- staff follow up incidents that cannot be dealt with immediately.

Teaching Positive Behaviours

At Our Lady of Compassion Catholic Primary School we believe that positive behaviour in pupils stems from learning and developing:

- independence and organisation
- self-image and self esteem
- motivation
- reflection and self-control
- attention
- honesty
- co-operation with adults
- collaboration with other pupils
- social skills
- empathy

We believe that it is the duty of all staff at school to actively encourage these qualities on a daily basis in lessons and in life around the school.

Code of Conduct

Rules are needed to ensure that the children have a knowledge and understanding of the school's expectations. Each class teacher agrees a set of Class Rules with their class at the beginning of the school year and reviews them when necessary.

Rules are effective when they are:

- few, reasonable and fair,
- explained, discussed and agreed with the children,
- simple and precise,
- enforced and enforceable,
- positive – describing the behaviour the school wants to see,
- supported by all parents.

The 'Going for Gold' system - a whole school approach

Children are rewarded for good behaviour which shows that they are treating each other with respect and kindness - living out our mission - in a variety of ways, including being given stickers, praise, being chosen for a 'To Live as Jesus Taught Us' certificate, and moving up the 'Going for Gold' chart.

All classes have the 'Going for Gold' charts displayed, identifying the steps below:

Levels	Description
GOLD	Each time a child reaches Gold they will receive an OLC golden coin.
SILVER	A child will receive recognition from their Class Teacher through praise and a silver sticker.
BRONZE	All children start the day on Bronze where they identify the right choices to make throughout the school day.

Further rewards are also given including stickers and praise from an adult.

Children in FS1 – will choose something out of the ‘Treasure Chest’ when they receive a golden coin.

Children in FS2 to Y6 - Gold coins given to the children are traded in as follows:

10 coins	Bronze wristbands
20 coins	Silver wristbands
30 coins	Gold wristbands
40 coins	Platinum Award

Children who receive a gold coin are also given a raffle ticket towards a draw at the end of the week where they will be able to choose something out of the ‘Prize Box’. Children are also able to receive a raffle ticket for behaviours linked with our Gospel values and virtues by any member of staff across the school day.

Supporting the children to make better choices

If the child’s behaviour is disrupting the learning of others, the child may be sent to another classroom (within their phase) to support the child and the class by giving them some time to reflect. Once the child returns to class they will have an opportunity to try and return to green on the chart.

‘Catch me being good’ – Reports may occasionally be considered to support a child to make positive choices – a child may be given a report card where the adult will monitor their behaviour for a period of time and set targets for the child to achieve.

“Blanket sanctions” for the whole class should not be used. The missing of PE/ games/ art or any other curriculum entitlement must not be used as a sanction.

Sometimes, behaviours during lesson time which affect the learning of others or disrupt the teaching will lead to an internal exclusion (for a morning, afternoon or day). The child will work in another area of the school that is deemed suitable.

Extreme behaviours may lead to an immediate fixed-term suspension – these are behaviours where the child places themselves or others at risk of significant harm.

Repeated negative behaviours over playtimes and/or lunchtimes will usually lead to an internal break time exclusion, that is, the children will not be allowed out for a fixed number of playtimes/lunchtimes. If the negative behaviours persist, they may result in a fixed-term external lunchtime exclusion, ie parents will be informed that they will be expected to make arrangements for their children to be collected from school over lunchtime and be brought back to school in time for the afternoon learning session. This will be recorded as a half day external exclusion for that child.

The Head Teacher (or any member of staff to whom they delegate this responsibility) has the right to interview pupils in a group, or individually, as is deemed necessary to establish the truth. Children may be asked to apologise for their behaviour to the appropriate person (adult or child) - this may take different forms (verbal or written). Significant incidents are recorded on CPOMS.

Parents will be informed of all internal exclusions (but not necessarily “time out” sessions) and advised what school is doing to support the child in improving their behaviour. They are also advised that should the behaviour persist; the child will be at risk of a fixed-term suspension. The Local Authority keeps a records of all fixed-term suspensions.

As a last resort, where it is apparent that the school has done all it reasonably can, and the child is continually disrupting the good order and smooth running of the class or school, the HT may decide to permanently exclude the child. This will be formally reported to the Local Authority; parents will have a right of appeal.

Parental Support

Strong parental support for good behaviour is ESSENTIAL to the safety of pupils and staff and to ensure good order in school, which promotes learning.

Where necessary, the teacher will call parents in, to discuss the child's behaviour and gain their support. Working closely with parents is not only fair, and desirable, but often very effective when the child sees that home and school are working closely together; catch up meetings should be arranged.

IF A CHILD DEMONSTRATES REPEATED NEGATIVE BEHAVIOUR OR A PARTICULAR INCIDENT HAS OCCURRED, PARENTS MUST BE INFORMED; THIS SHOULD NOT BE LEFT UNTIL PARENTS' EVENING/REPORTS.

Parental Roles

Parents and those with parental responsibility are expected to fully support the school in establishing good order and high standards of behaviour. They are also expected to support the school with regard to any sanctions that result from the behaviour of their child. Parents are expected to come in to school promptly to discuss their child's behaviour if and when requested. It is expected that parents will uphold the authority of the teacher in front of the child. If a parent is concerned about an incident in which their child has been involved it is important that they speak to a member of staff to discuss the issue. It is far better to establish the facts, than allow worries to undermine the relationship between home and school.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">▪ Racial▪ Faith-based▪ Gendered (sexist)▪ Homophobic/biphobic▪ Transphobic▪ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Staff Roles

All staff will apply this policy consistently and fairly, treating every child as an individual. They will use positive language and model good behaviours – staff will use emotional scripts to support the children in identifying their emotions and helping them through the restorative practice.

Pupil Roles

Children will follow the school rules, living their best lives as they always try 'to live as Jesus taught us'.

School visits / trips / residential trips

Risk assessments will be carried out for all school trips to evaluate how best to support individual children who may otherwise struggle. For residential visits, behavioural expectations will be clearly laid out to parents and children. Children, with the permission of their parents, will sign a behaviour agreement if they wish to go on the visit. Parents may be asked to collect their child from the residential visit if their behaviour breaches the behaviour agreement.

Mobile phones / mobile devices

Children are not allowed to have mobile phones or mobile devices with them in school. Children in Year 5 and Year 6 are allowed to bring their mobile phone to school if they walk home – these are to be placed in the allocated box as they arrive in school.

Use of Positive handling through reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Our Lady of Compassion Catholic Primary School does not require parental consent to use positive handling. Where necessary, trained staff will use physical interventions to prevent harm to children or to staff.

Footsteps

Our Lady of Compassion Catholic Primary School breakfast and after-school club (Footsteps) supports the 'Care and Behaviour Policy'. Footsteps also adopts its own positive behaviour systems and will also work with the school in supporting good behaviour during both breakfast and after school clubs.