

Section 1

Adult Promises

Connection: Children First Need to Feel Safe, Seen and Valued	Confidence: We Show Pupils We Believe They Can Grow	Consistency: Predictable Routines, Calm Boundaries, Steady Follow-Through
Before we can teach, redirect, or challenge pupils, they need to feel a secure connection with us. Connection is the foundation of good behaviour, emotional regulation and learning. In practice, connection means we: • Use warmth, respect and presence — especially with the pupils who are hardest to reach. • Offer small moments of undivided attention: greeting every pupil by name, noticing effort, celebrating small wins. • Stay calm and regulated when a child is not: we get to their level, acknowledge their difficulty or feelings (“I can see this is really hard right now” “I see you’re feeling angry about this”), and help them regain control. • Repair quickly after a difficult moment — modelling humility and trust (“I shouldn’t have spoken sharply then; let’s start again”). When children experience genuine connection, they feel safe enough to learn, brave enough to try, and open enough to accept guidance. Connection always comes first.	Confidence means we communicate, through our actions and expectations, that every pupil can grow in skills, virtue and resilience. In practice, confidence means we: • See difficulties as <i>skills gaps</i>, not fixed traits — and teach the skill instead of labelling the child. • Express belief in the child even when they struggle (“I know you can do this — let’s try the first step together”). • Avoid over-accommodating anxiety or avoidance. We connect, express confidence, and then guide them into the challenge without rescuing. • Pick one pain point at a time and help the child build a new habit through small, repeated successes. • Model growth by showing openness to feedback, trying new approaches, and narrating our own learning. When pupils sense that we truly believe in their capacity for growth, they rise. Our confidence teaches them to believe in themselves.	Consistency creates the stability children need to thrive. It reduces chaos, protects learning time, and frees up their energy for attention and self-control. In practice, consistency means we: • Establish predictable routines and rhythms for transitions, lessons, lining up, behaviour expectations, movement around school, and classroom norms. • Make expectations <i>explicit and visible</i> so pupils always know what comes next. • Use calm, brief behaviour responses: business-like reminders, simple countdowns (such as 1-2-3 Strategy). Consistent? consequences delivered without emotion or overtalking. SILENCE says more than words. • Maintain consistency across adults so pupils experience the same expectations no matter who is leading. • Allow natural consequences to teach, rather than repeated reminders, sanctions that cannot be enforced or negotiations. Consistency provides the structure; connection provides the safety; confidence provides the motivation. Together, they form a virtuous cycle that strengthens relationships, reduces anxiety, and supports excellent behaviour and learning across the school.

Section 2

Children’s Promises

At Our Lady & St Oswald’s, every child is called to grow in virtue. Knowledge and skill.

Our three simple promises shape how we live, learn and treat one another every day:

1. We Are Kind (Connection)
2. We Make Safe Choices (Consistency)
3. We Try our Best (Confidence)

How We Live Out Our Promises

Agreed Behaviours, Learning Dispositions and Virtues we want to see in every member of our school community:

A. Our Five Catholic Virtues

These virtues help us fulfil the Promises and become the people God calls us to be:

1. Kindness – being caring, thoughtful and generous
2. Forgiveness – making peace and repairing relationships
3. Honesty – speaking the truth in love
4. Integrity – doing the right thing even when no one is watching
5. Service – putting others first

B. Our Five Learning Dispositions

These attitudes help us listen well, concentrate and grow as learners:

1. Focus – paying attention, ignoring distractions
2. Resilience – keeping going, trying again
3. Curiosity – wanting to understand and ask questions
4. Independence – having a go before asking for help
5. Learns from Mistakes (Growth mindset) – seeing errors as a normal part of growth

C. Skills & Behaviour Expectations

These practical behaviours show kindness, listening and respect in action:

Our Three Ready-to-Learn Skills

1. Active listening – eyes on speaker, still body, thinking
2. Following instructions first time
3. Safe movement around school

Our Three Daily Routines

1. Lining up – straight, calm, ready
2. Transitions – tidy, quiet, purposeful
3. Ready – coat away, resources out, ready to begin

Our Four Community Skills

1. Helping others
2. Sharing equipment
3. Working cooperatively
4. Good manners