The Blessed Sacrament Catholic Primary School

Part of the Mater Ecclesiae Catholic Multi Academy Trust

# Behaviour Policy

## OUR MISSION

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity, and joy, we seek to share the Gospel with our families, our parish, our community, and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other, and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture, and prayer.

Our school is animated by love and our shared faith and clear STRIVE values drive our behaviour, relationships, and learning; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we can use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn, and realise our full potential.

**"Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven."**

**Luke 6:37**

## Document Control

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| This document has been approved for operation within: | The Blessed Sacrament Catholic Primary School | | |
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| Approved by: | Local Governing Board | | |
| Owner: | Stuart Aris – Deputy Headteacher | | |
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## Version Log

| | |
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| 1.1 | October 2025 – One page summary added to appendices |
| 1.2 | June 2026 – RISE review |

**1. Vision and Ethos**
At The Blessed Sacrament Catholic Primary School, we believe that every child is made in the image of God and deserves to be treated with dignity, respect, and compassion. Our behaviour policy is underpinned by our Catholic values and the belief that positive relationships, consistency, and high expectations create the conditions for all children to flourish.
We are committed to creating a calm, safe, and purposeful learning environment where children are supported to make good choices and take responsibility for their actions.

**2. Core Principles**
This policy is informed by the work of **Paul Dix** (*When the Adults Change, Everything Changes*) and **Tom Bennett** (*Running the Room*), and is built on the following principles:

- **Consistency over intensity**: All staff use calm, predictable routines and language to manage behaviour.
- **Relentless routines**: Clear, simple routines are taught, modelled, and reinforced daily.
- **Warm-strict approach**: Adults are kind, fair, and firm, maintaining high expectations with compassion.
- **Restorative practice**: We focus on repairing relationships and helping children learn from mistakes.
- **Visible adult presence**: Staff are present, proactive, and engaged in all areas of the school.

**3. Expectations for Behaviour**
We have four simple, non-negotiable school rules that are taught explicitly and reinforced consistently (The Blessed Sacrament Way):

1. **We try our best.**
2. **We make the right choices.**
3. **We are kind and considerate.**
4. **We look after our school.**

These expectations apply in classrooms, corridors, playgrounds, and beyond. An expanded version of this , detailing what each rule looks like is included in the appendix.

**4. Teaching Good Behaviour**
Behaviour is explicitly taught as part of a whole-school behaviour curriculum. Pupils are taught routines, expectations and the application of Gospel values such as dignity, forgiveness and service. These are revisited regularly and built progressively across all year groups.. An overview of our behaviour curriculum can be found in the appendix with the full curriculum available on the school website (www.blessedsacrament.mecmat.org)
Relentless Routines are at the heart of our school environment. By teaching, practising, and consistently reinforcing clear routines for every part of the day—such as entering the classroom, transitioning between activities, lining up, and responding to instructions—staff create a sense of predictability that helps all pupils feel secure and ready to learn. Expectations are explicitly taught, modelled, and revisited regularly, ensuring that children understand not just what to do, but why it matters. Adults maintain high consistency in applying these routines, addressing any lapses promptly and positively, so that good habits become automatic over time. This unwavering approach supports positive behaviour, reduces disruption, and allows learning time to be maximised for every child. There is a document to support the application of our Relentless Routines in the appendix.

**5. Recognition and Encouragement**
We believe in recognising positive behaviour frequently and sincerely. This includes:

- Verbal praise and specific feedback (e.g. postcards sent home each week)
- Class-based reward systems (e.g. stickers).
- Whole-school recognition (e.g. certificates, Golden Book).
- Opportunities for responsibility and leadership.

We avoid public shaming, excessive extrinsic rewards, or competitive systems that exclude.

**6. Responding to Behaviour**
We use a stepped approach to managing behaviour, further details of which can be found on the one page Behaviour Guide in the appendix.
Serious incidents (e.g. violence, bullying, discriminatory language) are dealt with promptly and involve senior leaders and parents.

**7. Restorative Conversations and Reintegration**
Restorative conversations are a key part of our approach to behaviour. They are used to:

- Help children reflect on their actions and the impact on others.
- Rebuild trust and relationships between pupils and staff.
- Reinforce expectations and support behaviour change.

A restorative conversation typically includes:

1. **What happened?**
2. **What were you thinking at the time?**
3. **How were you feeling?**
4. **Who has been affected and how?**

5. **What do you need to do to put things right?**

These conversations are calm, respectful, and take place at an appropriate time, ideally as soon as possible after the incident. Following sanctions, pupils are supported through reintegration meetings and targeted interventions to prevent recurrence. Following significant incidents, removal from learning or suspension, pupils will participate in a structured reintegration process. This includes reflection, a reset of expectations, identification of support strategies and, where appropriate, parental involvement. The aim is to prevent recurrence and support long-term behaviour improvement.

**8. Supporting All Pupils**

All staff must consider the Equality Act 2010 when responding to behaviour. Where a pupil has SEND, SEMH needs, or a potential additional need, staff MUST complete the school Equality Act decision-making checklist before applying a sanction. Reasonable adjustments must be considered at every stage to ensure pupils are not placed at a substantial disadvantage. Failure to do so may result in unlawful discrimination. (See Appendix)

We recognise that some children need additional support to meet behaviour expectations. This may include:

- Individual behaviour plans
- Pastoral support
- Involvement of external agencies
- Regular communication with parents/carers

We work closely with families to ensure a consistent and compassionate approach.

**9. 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 | Excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 or gaming sites |

**10. Searching, screening and confiscation of inappropriate items**

A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (see DFE document Feb 2014, Beh & Discipline in schools)

Power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see associated resource – screening, searching & confiscation – advice for HT's, staff and Governing Bodies. However, force cannot be used to search for these items.

**11.Sanctions for inappropriate behaviour at breakfast club or after school club**
We expect children to always conform to the same behaviour expectations during the day.
If a child is unable to follow the rules at breakfast or after school club all staff must follow school procedure.

**12. Communication and parental partnership**
We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.
Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior staff so that strategies can be discussed and agreed before more formal steps are required.
A positive partnership in line with the Home School Agreement is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation.

**13. Home school Agreements**
The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents, children and school sign on entry into school. A copy of the home-school agreement is included in the appendix.

**14. Pupils' conduct outside the school gates – teachers' powers**
Teachers are able to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'
Teachers may discipline pupils: Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether the conditions above apply or not, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

**15. Power to use reasonable force**
Member of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
HT's and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal 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.
Please refer to the school's care and restraint policy with regards to the physical 'handling' of children, should the safety and welfare of the child or those around them be compromised.
We pay due regard the Prevent Duty 2015.

**16. Online misbehaviour**
The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**17. Safeguarding**
All behaviour incidents with a safeguarding dimension must follow a consistent escalation pathway: Concern identified → Immediate safety secured → Record on CPOMS → Report to DSL without delay → DSL risk assessment → Decision (internal response / Early Help / Children's Social Care / Police) → Implementation of support and proportionate sanction → Ongoing monitoring. This applies to child-on-child abuse, sexual harassment and online harm.When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, a member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

**18. Zero-tolerance approach to sexual harassment and sexual violence**
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

**19. Monitoring arrangements**
The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Senior Leadership Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

**20. Roles and Responsibilities**

- **All staff**: uphold the policy with consistency and care.
- **Class Teachers**: 'Set the weather' for behaviour in their own classroom and ensure that all routines and recognition are maintained throughout the year.
- **SLT**: model expectations, support staff, monitor behaviour trends.
- **Parents**: support the school's approach and work in partnership.
- **Pupils**: take responsibility for their behaviour and learn from mistakes.

**21. Monitoring and Review**
Behaviour data is analysed termly by senior leaders and reported to governors. Analysis includes trends over time and outcomes for key groups (including SEND, pupil premium and protected characteristics). This ensures accountability, supports continuous improvement and evidences compliance with the Equality Act 2010.
High standards of behaviour are intrinsically linked to strong attendance, punctuality and positive attitudes to learning. Behaviour, attendance and engagement data are monitored together to ensure all pupils are ready to learn and barriers are identified early.

## What does The Blessed Sacrament Way look like in action?

**We Try Our Best:**

We listen carefully and follow instructions the first time.
We complete our work to a high standard and take pride in it.
We keep going, even when learning feels challenging.
We ask for help when we need it.
We present our work neatly and use our best handwriting.
We take responsibility for improving our work when given feedback.
We contribute positively in lessons and discussions.

**We Make the Right Choices:**

We follow adult instructions straight away.
We move around school calmly, quietly, and safely.
We choose to behave well, even when no one is watching.
We do not touch each other without consent.
We take responsibility for our actions and put things right when needed.
We stay focused on our learning and avoid distractions.
We show honesty and integrity, as Jesus teaches us.
We use kind words and actions.

**We Look After Our School:**

We take care of our classrooms, books, and equipment.
We keep our school tidy by putting things away and picking up litter.
We walk calmly and respect shared spaces such as corridors and toilets.
We look after displays and resources so others can enjoy them.
We use school equipment correctly and safely.
We take pride in our environment as a gift from God.
We help keep our school a safe, welcoming place for everyone.

**We Are Kind and Considerate:**

We treat everyone with respect, using polite and friendly language.
We include others and make sure no one feels left out.
We help and support others when they need it.
We listen to others and value their thoughts and feelings.
We forgive others and show understanding.
We celebrate differences and show compassion.
We follow the example of Jesus by loving our neighbour.

**APPENDIX 2: Overview of Behaviour Curriculum**

## The Blessed Sacrament Catholic Primary School
## Behaviour Curriculum

| | Autumn (Relationships & Behaviour) | Spring (Behaviour, Bullying & Self-Regulation) | Summer (Safety, Independence & Application) |
|---|---|---|---|
| **Year 1** | PSHE: Families, friendships, kindness<br>Teach behaviours:<br>- How to sit, listen, and follow instructions (routines)<br>- Sharing and turn-taking<br>- Using kind words and actions<br>- Lining up and transitions (relentless routines) | PSHE: Feelings and behaviour<br>Teach behaviours:<br>- Naming emotions calmly<br>- Stop–think–act responses<br>- Asking for help appropriately<br>- Understanding right/wrong choices (school rules) | PSHE: Safety and health<br>Teach behaviours:<br>- Following safety instructions<br>- Speaking to trusted adults<br>- Basic online kindness<br>- Looking after equipment ("we look after our school") |
| **Year 2** | PSHE: Friendships and resolving conflict<br>Teach behaviours:<br>- Listening to others<br>- Taking responsibility for actions<br>- Repairing friendships (simple restorative talk) | PSHE: Bullying awareness<br>Teach behaviours:<br>- Recognising hurtful behaviour<br>- Telling a trusted adult<br>- Not joining in with negative behaviour<br>- Using respectful language | PSHE: Safety and wellbeing<br>Teach behaviours:<br>- Following rules independently<br>- Respecting personal space/boundaries<br>- Making safe choices ("we make the right choices") |
| **Year 3** | PSHE: Positive friendships<br>Teach behaviours:<br>- Active listening and responding<br>- Including others<br>- Respecting differences<br>- Classroom discussion behaviours | PSHE: Managing emotions<br>Teach behaviours:<br>- Self-regulation strategies (pause, breathe)<br>- Responding appropriately to frustration<br>- Accepting consequences calmly | PSHE: Online safety<br>Teach behaviours:<br>- Kind communication online<br>- Following rules in different contexts<br>- Seeking help when unsure |
| **Year 4** | PSHE: Respect and diversity<br>Teach behaviours:<br>- Challenging unkindness<br>- Respecting differences and viewpoints<br>- Fairness and inclusion | PSHE: Bullying & peer influence<br>Teach behaviours:<br>- Recognising different types of bullying<br>- Standing up safely / reporting<br>- Resisting peer pressure<br>- Reflecting using restorative questions | PSHE: Healthy lifestyles & safety<br>Teach behaviours:<br>- Responsibility for actions<br>- Following safety routines independently<br>- Taking care of shared environment |
| **Year 5** | PSHE: Healthy friendships<br>Teach behaviours:<br>- Trust, honesty and respect<br>- Including others and reducing exclusion<br>- Managing friendship conflict maturely | PSHE: Peer influence & behaviour<br>Teach behaviours:<br>- Assertiveness (saying no safely)<br>- Managing peer approval pressures<br>- Making responsible choices | PSHE: Online safety & risk<br>Teach behaviours:<br>- Responsible online behaviour<br>- Understanding impact of actions on others<br>- Applying school rules in wider contexts |
| **Year 6** | PSHE: Complex relationships & respect<br>Teach behaviours:<br>- Respectful disagreement<br>- Empathy and perspective-taking<br>- Leadership and role modelling | PSHE: Bullying & discrimination<br>Teach behaviours:<br>- Challenging bullying responsibly<br>- Understanding impact of actions<br>- Using restorative conversations independently | PSHE: Transition & independence<br>Teach behaviours:<br>- Self-management and organisation<br>- Applying routines without prompts<br>- Accountability for choices and behaviour |

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**APPENDIX 3: Relentless Routines**

## The Blessed Sacrament Catholic Primary School – Relentless Routines

| | What it looks like | Praise language | Correcting language | Adults Role |
|---|---|---|---|---|
| Wonderful Walking | • Walk in a straight, tidy line.<br>• Face forward<br>• Follow the person in front.<br>• Keep place in line.<br>• Hands by sides<br>• Calm pace<br>• Silent | • "This class is showing wonderful walking—calm, quiet and ready to learn."<br>• "Excellent wonderful walking, Year 5—you're moving beautifully."<br>• "I can see fantastic, wonderful walking from everyone in this line."<br>• "That's exactly how we do wonderful walking in our school." | • "Show me wonderful walking."<br>• "Reset—wonderful walking, thank you."<br>• "Straight line, face forward."<br>• "Hands by your sides."<br>• "Close the gap—keep your place in line."<br>• "We walk silently, reset."<br>• "Stay with the person in front."<br>• "Let's try that again—wonderful walking."<br>• "Pause—this isn't wonderful walking. Let's reset." | • Set and reinforce the expectation before moving.<br>• Actively scan, intervene early and correct<br>• Position effectively<br>• Model the expectation.<br>• Use consistent shared language.<br>• Prioritise positive reinforcement.<br>• Maintain standards during movement |
| Lovely Lines | • Straight and tidy<br>• Register order.<br>• Facing forwards<br>• Silent<br>• Calm<br>• Personal space respected<br>• Ready to move | • "I can see Year 3 showing a lovely line."<br>• "Thank you for your calm lovely line."<br>• "This line is ready – fantastic example of a lovely line." | • "Show me a lovely line."<br>• "Reset—lovely line, thank you."<br>• "Straighten your line."<br>• "Face forwards."<br>• "Check your spacing—arm's length, thank you."<br>• "Back into register order."<br>• "We are silent in a lovely line—reset."<br>• "Make your line ready."<br>• "Pause—this isn't a lovely line. Let's fix it."<br>• "Remember: straight, silent, ready to move." | • Set and reinforce the expectation before moving.<br>• Actively scan, intervene early and correct<br>• Position effectively<br>• Model the expectation.<br>• Use consistent shared language.<br>• Prioritise positive reinforcement.<br>• Maintain standards during movement |
| Calm Classrooms | • Tables in rows facing the IWB.<br>• Large trays on table containing exercise books.<br>• Small trays containing resources.<br>• Children sat in seats | • "I love the atmosphere in here—it's a truly calm classroom."<br>• "This feels like a calm classroom—excellent learning behaviour."<br>• | • "Show me a calm classroom."<br>• "Reset—calm classroom, thank you."<br>• "Eyes this way."<br>• "Chairs straight, facing forward."<br>• "Sit ready to learn."<br>• "Hands still—thank you."<br>• "Voices off."<br>• "Check your table—ready position."<br>• "Pause—this isn't a calm classroom. Let's reset."<br>• "Remember: calm, focused, ready." | • Set and reinforce expectations at the start of every lesson.<br>• Ensure classroom layout matches agreed standard.<br>• Model calm, focused behaviour always<br>• Use agreed signal for attention.<br>• Actively scan the room and intervene early.<br>• Use consistent shared language ("calm classroom")<br>• Address low-level disruption quickly and calmly.<br>• Prioritise positive reinforcement to maintain atmosphere.<br>• Maintain high expectations throughout the lesson, not just at the start |
| Positive Playtimes | • Children are engaged in purposeful, active play.<br>• Kind and respectful language always used.<br>• Games are inclusive and involve others.<br>• Equipment is used safely and returned properly.<br>• Children follow adult instructions first time.<br>• Movement around the playground is calm and controlled.<br>• Conflicts are resolved calmly, or support is sought from an adult.<br>• Children stay within designated areas.<br>• Everyone feels safe, included, and respected | • "This is exactly what positive playtimes look like—kind, safe and inclusive."<br>• "I can see children using kind words and including others—well done."<br>• "This area is showing brilliant positive play—everyone is engaged."<br>• "Thank you for following instructions straight away—that keeps playtime positive."<br>• "This feels like a really positive playtime—safe, happy and respectful." | • "Show me positive play."<br>• "Reset—positive play, thank you."<br>• "Kind words, thank you."<br>• "Include others."<br>• "Safe choices."<br>• "Stop—reset and try again."<br>• "We play safely, reset."<br>• "Follow instructions first time—thank you."<br>• "Find a positive game to join."<br>• "Pause—this isn't positive play. Let's fix it."<br>• "Remember: kind, safe, and respectful." | • Set clear expectations before playtime begins.<br>• Be consistently visible and actively present across the playground.<br>• Position strategically to scan and supervise all areas.<br>• Proactively engage with children to model positive play.<br>• Use calm, scripted language to guide behaviour.<br>• Intervene early and reset behaviour without escalation.<br>• Reinforce positive play through specific praise and noticing.<br>• Ensure rules are applied consistently and fairly.<br>• Support children to resolve issues calmly or direct them appropriately.<br>• Maintain high expectations throughout playtime, not just at the start |

## The Blessed Sacrament Catholic Primary School – Relentless Routines

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|---|---|---|---|---|
| Excellent Eating | • Children seated calmly.<br>• Quiet, respectful conversation (indoor voices)<br>• Good table manners always used.<br>• Children eat their own food and remain in their space.<br>• Equipment used appropriately.<br>• Children follow adult instructions first time.<br>• Tables and floor kept clean and tidy.<br>• Children leave when directed | • "This is excellent eating—calm, respectful and ready."<br>• "I can see lovely manners at this table—well done."<br>• "Thank you for your calm voices—that's exactly right."<br>• "That's how we show excellent eating at Blessed Sacrament."<br>• "I can see children taking care of their space excellent." | • "Show me excellent eating."<br>• "Reset—excellent eating, thank you."<br>• "Quiet voices."<br>• "Sit facing forward."<br>• "Use your manners."<br>• "Stay in your space—thank you."<br>• "Pause—this isn't excellent eating. Let's reset."<br>• "Remember: calm, respectful, ready." | • Set expectations clearly before eating begins.<br>• Be visible and actively present.<br>• Position strategically to scan all tables.<br>• Model calm, respectful behaviour<br>• Use calm tone consistently.<br>• Intervene early and reset without escalation.<br>• Notice and reinforce positive behaviour.<br>• Maintain high expectations throughout |
| Super Sitting | • Sitting upright on chair<br>• All chair legs on the floor<br>• Arms folded.<br>• Hands empty<br>• Eyes on speaker<br>• Silent and attentive | • "This is fantastic super sitting—ready and focused."<br>• "I can see excellent super sitting across the class."<br>• "That's exactly how we show super sitting at Blessed Sacrament." | • "Show me super sitting."<br>• "Reset—super sitting, thank you."<br>• "Remember: chair legs down, eyes on the speaker." | • Model expected posture.<br>• Give clear signal for attention – "Show me Super Sitting".<br>• Scan continuously<br>• Correct quickly and calmly.<br>• Ensure 100% buy in<br>• Reinforce positively |
| Terrific Toilets | • Children walk calmly to and from toilets.<br>• Quiet, respectful behaviour<br>• Toilets used appropriately.<br>• Hands washed correctly.<br>• Toilets left clean and tidy.<br>• Time is brief and purposeful.<br>• Children return promptly to learning | • "That's a great example of terrific toilet use—quick and responsible."<br>• "Thank you for leaving it clean and tidy—excellent."<br>• "I can see respectful behaviour here—well done."<br>• "That's exactly how we use the toilets." | • "Show me terrific toilet behaviour."<br>• "Reset—quick in, quick out, thank you."<br>• "Quiet voices."<br>• "Wash hands properly."<br>• "Leave it clean and tidy."<br>• "Return straight back to class."<br>• "Pause—this isn't how we use the toilets. Let's reset." | • Set expectations before children leave class.<br>• Monitor and regulate use where necessary.<br>• Follow up concerns quickly and calmly.<br>• Use consistent language.<br>• Reinforce positive behaviour.<br>• Maintain consistent expectations for all |
| Caring Corridors | • Walk calmly and quietly.<br>• Stay to one side where appropriate.<br>• Respect other lessons<br>• Follow wonderful walking where needed.<br>• Move purposefully between locations.<br>• Doors used safely.<br>• Smooth, orderly transitions | • "This is a great example of caring corridors—calm and respectful."<br>• "Thank you for moving quietly."<br>• "That's exactly how we move through our school."<br>• "I can see excellent corridor behaviour—well done." | • "Show me caring corridors."<br>• "Reset—quiet movement, thank you."<br>• "Walk calmly."<br>• "Voices off."<br>• "Stay to the side."<br>• "Follow the line."<br>• "Pause—this isn't caring corridor behaviour. Let's try again." | • Set expectations before movement.<br>• Position effectively along corridors<br>• Model calm, respectful movement<br>• Use shared language consistently.<br>• Intervene early and reset calmly.<br>• Reinforce positive behaviour.<br>• Maintain high expectations at all times |
| Marvellous Minibuses | • Calm, quiet behaviour when boarding and travelling.<br>• Seated correctly with seatbelts fastened.<br>• Respectful language used.<br>• Follow adult instructions first time.<br>• Hands and belongings kept to self.<br>• Represent the school positively | • "This is marvellous minibus behaviour—calm and safe."<br>• "Thank you for following instructions straight away."<br>• "I can see children representing our school brilliantly."<br>• "That's exactly how we travel together." | • "Show me marvellous minibus behaviour."<br>• "Reset—safe and calm, thank you."<br>• "Seatbelts on properly."<br>• "Voices down."<br>• "Stay in your seat."<br>• "Follow instructions first time."<br>• "Pause—this isn't safe behaviour. Let's reset." | • Set expectations before boarding.<br>• Ensure safe entry and exit.<br>• Model calm, respectful behaviour<br>• Use consistent language.<br>• Intervene early and reset behaviour.<br>• Reinforce positive behaviour.<br>• Maintain high expectations throughout |

# APPENDIX 4: One Page Summary

## The Blessed Sacrament Catholic Primary School
## One Page Behaviour Guide.

**STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

- Build positive relationships.
- Teach and reinforce expectations.
- Model excellent behaviour
- Use positive reinforcement.
- Apply consistent classroom routines.
- Use clear communication strategies.
- Maintain a positive learning environment.
- Use low-level behaviour strategies.
- Use praise and correction effectively (PIP / RIP)
- Personalise support.
- Use proactive and preventative strategies.
- Maintain consistency and fairness.
- Use reflection and follow-up

| Stage | Name | Who Gives It | What It Looks Like (Action) | Examples | Purpose | Log |
|---|---|---|---|---|---|---|
| 1 | Everyday Recognition | All Staff | Immediate verbal praise, positive narration | "I can see you are trying your best." | Reinforce expectations in the moment | |
| 2 | Specific Praise | Class Teacher | Named praise linked to school rules | "You made the right choice by starting your work straight away." | Makes expectations explicit | |
| 3 | Visible Classroom Reward | Class Teacher | Sticker, class system | Stickers | Builds motivation and consistency | |
| 4 | Over & Above Recognition | Class Teacher | Public recognition in class | Sharing work, recognition board, | Celebrates effort and models excellence | |
| 5 | Class-Level Reward | Class Teacher | Whole-class reward systems | Extra play time, class treat | Encourages collective responsibility | |
| 7 | Golden Book | SLT / Headteacher | Formal recognition | Golden Book, sticker, Assembly mention | Signals exceptional effort/behaviour | CT - Arbor |
| 8 | Parental Recognition | Staff / SLT | Direct communication home | Phone call, email, Postcard home | Strengthens home–school link | Staff - Arbor |
| 9 | Whole-School Celebration | SLT | Public recognition | Celebration assembly, Over & Above | Shares success across the school | CT - Arbor |
| 10 | Responsibility & Leadership | SLT / Staff | Increased responsibility or role | Prefect roles, helpers, ambassadors | Builds character and trust | CT - Arbor |
| 11 | Exceptional Recognition | Headteacher / SLT | Rare, significant recognition | Special privilege, letter home, Awards | Celebrates sustained excellence | SLT - Arbor |

**OUR RELENTLESS ROUTINES**

- Lovely Lines
- Wonderful Walking
- Super Sitting
- Calm Classrooms
- Caring Corridors
- Excellent Eating
- Marvellous Mini buses
- Positive Playtimes
- Terrific Toilets

| Stage | Name | Who Leads | Adult Action (Script/Approach) | Typical Behaviours | Outcome / Next Step | Log |
|---|---|---|---|---|---|---|
| 1 | Universal Expectations | Class Teacher | Teach and reinforce routines Use positive praise and clear modelling. | All pupils follow school rules & guidance | Prevention – high expectations maintained | |
| 2 | Reminder | Class Teacher | "We need to… try our best / make the right choice / be kind / look after our school." Provide take-up time. | Low-level disruption, off-task behaviour, calling out | Behaviour corrected – return to learning | |
| 3 | Caution | Class Teacher | "This is the second time I have spoken to you… I need you to make the right choice." Provide take-up time / TA support. | Repeated disruption, ignoring instructions | Clear warning: child given opportunity to improve | |
| 4a | Reflect & Reset | Class Teacher | "I have reminded you and warned you… you are choosing not to follow our rule." Apply proportionate consequence. | Persistent low-level disruption | Time to reflect, loss of privilege, work completion | |
| 4b | Restoration | Class Teacher | Restorative conversation: What happened? Who was affected? What needs to happen now? | Any behaviour requiring follow-up | Relationship repaired; reset expectations | |
| 5 | Time Out | Class Teacher / Staff member | Short, supervised time out (dependent on age) at the Time Out Table with a timer and clear expectations. Discussions can take place with SLT if potential for internal suspension | Ongoing disruption, inability to regulate. Physical Violence | Child calms, reflects, then returns to normal seat / activity. Goes to Internal | Arbor |
| 6 | Internal Suspension | SLT | Removal from class for a fixed period with supervised learning. Parents informed | Serious or ongoing disruption | Reintegration meeting and reset expectations | CT & SLT - Arbor |
| 7 | Targeted Support | AHT | IBP, Report, mentoring, pastoral support, external agency involvement, parental involvement and review | Repeated or escalating behaviours | Structured support plan and regular review | SLT / CT - Arbor / |
| 8 | Suspension (Fixed-Term) | Headteacher | Formal suspension: parents informed; recorded formally | Serious incidents (e.g. violence, bullying) or repeated breaches | Return-to-school meeting; support plan in place | SLT – Arbor / CT - CPOMS |
| 9 | Permanent Exclusion | Headteacher / Governors | Formal statutory process followed | Severe or persistent breaches; safety risk | Removal from school (last resort) | SLT – Arbor / CT - CPOMS |

**Build relationships → Teach routines → Notice the good → Be consistent → Intervene early**

**APPENDIX 5: Equality Act Checklist**

## EQUALITY ACT CHECK – STAFF PROMPT CARD

**STOP & THINK**

**1. Does this pupil have additional needs?**

☐ SEND / EHCP / SEMH
☐ Possible unmet / emerging need

**2.Have you read the supporting documents?**

☐ EHCP
☐ IPM
☐ IBP
☐ Reports and guidance from specialist services

**3.Is the behaviour linked to their need?**

☐ Communication difficulty
☐ Sensory overload
☐ Emotional distress (fight / flight / freeze)
☐ Did they understand the instruction?

**4. Were support strategies in place?**

☐ Clear instructions / visuals
☐ Adult support
☐ Regulation / safe space
☐ Consistent strategies used

**FAIRNESS CHECK**

**5. Is this sanction fair?**

☐ Proportionate
☐ Not placing pupil at a disadvantage
☐ Supports learning (not just punishment)

**ADJUST BEFORE YOU SANCTION**

**6. Can you make a reasonable adjustment?**

☐ Modify the consequence
☐ Use restorative conversation
☐ Allow time to regulate
☐ Provide support instead of removal
☐ Adapt expectations

**PREVENTION**

**7. What will stop this happening again?**

☐ Change environment
☐ Adjust adult approach
☐ Review support plan
☐ Inform SENCo / SLT

**RECORD**

☐ Logged with reasoning
☐ SEND considered
☐ Shared with relevant staff

**KEY PRINCIPLE**

- **Equality ≠ treating everyone the same**
- **Equality = giving each child what they need to succeed**

**NON-NEGOTIABLE**

If you have **not considered adjustments, do not issue the sanction yet.**

## Escalation Pathways: Safeguarding Behaviour

| | Immediate Response | Report & Record | DSL Role | Response & Follow-Up | Communication |
|---|---|---|---|---|---|
| **Child-on-Child Abuse (including bullying, physical harm, coercion)** | 1. Stop the behaviour immediately.<br>2. Ensure safety of all pupils (separate where necessary)<br>3. Provide reassurance and support to victim(s) | 1. Record incident on CPOMS before end of day<br>2. Inform Designated Safeguarding Lead (DSL) immediately. | 1. DSL assesses:<br>○ Nature and seriousness of incident<br>○ Pattern / previous concerns<br>○ Vulnerability of pupils involved.<br>2. DSL decides next steps:<br>○ Manage internally (pastoral + behaviour response)<br>○ Early Help referral<br>○ Safeguarding referral to Children's Social Care | 1. Apply proportionate behaviour sanctions.<br>2. Implement restorative work (where appropriate)<br>3. Put support plans in place for both victim and perpetrator. | 1. Inform parents/carers (unless doing so would increase risk)<br>2. Continue monitoring and review. |
| **Sexual Harassment / Sexual Violence** ***(Zero tolerance – never dismissed as "banter")*** | 1. Take all reports seriously.<br>2. Do not minimise, dismiss, or delay.<br>3. Ensure pupil is safe and supported. | 1. Record factually on CPOMS<br>2. Report immediately to DSL | 1. DSL conducts risk assessment considering:<br>○ Severity and type of behaviour<br>○ Age and developmental stage<br>○ Frequency / pattern<br>○ Power imbalance<br>○ Ongoing risk<br>2. DSL determines response:<br>○ Manage internally with sanctions + support.<br>○ Refer to Early Help / Children's Social Care<br>○ Report to Police (where criminal threshold met) | 1. Provide ongoing support to victim (trusted adult, safe spaces)<br>2. Manage alleged perpetrator appropriately (risk-managed)<br>3. Avoid unnecessary direct contact between pupils. | 1. Inform parents (as appropriate and safe)<br>2. Record all actions and monitor closely. |
| **Online Harm (cyberbullying, harmful content, exploitation risks)** | Secure evidence where possible (screenshots, URLs)<br>1. Ensure affected pupil is safe and reassured. | 1. Log incident on CPOMS<br>2. Report to DSL immediately | 1. DSL considers:<br>○ Risk of harm or exploitation<br>○ Whether content is illegal/inappropriate<br>○ Impact on school environment<br>2. DSL actions:<br>○ Internal behaviour response<br>○ Safeguarding referral (if risk present)<br>○ Report to police or CEOP (if exploitation / criminal concern) | 1. Apply appropriate sanctions (if in scope of school policy)<br>2. Provide pastoral and online safety support. | 1. Inform parents/carers.<br>2. Educate pupils on safe online behaviours.<br>3. Monitor for repeat or escalating concerns. |