



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

This document has been approved for operation within:	The Blessed Sacrament Catholic Primary School		
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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.

4. Routines and Consistency

All staff are expected to:

- Greet children at the door with a smile and a welcome.
- Use consistent language and cues for transitions and expectations.
- Model calm, respectful behaviour at all times – staff should not shout at children.
- Follow up incidents with a restorative conversation.

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:

- **Reminder** – of expectations using calm, neutral language.
- **Caution** – a clear, private warning with time to reflect.
- **Consequence** – proportionate and restorative (e.g. time to reflect, loss of privilege).
- **Restoration** – a structured conversation to repair and reset.

Serious incidents (e.g. violence, bullying, discriminatory language) are dealt with promptly and involve senior leaders and parents.

We do not disrupt the learning of other classes in order to respond to the behaviour of one child; if a child needs to be sent to another class to give them the opportunity to calm down, they should be sent with an adult and something purposeful to do for a set amount of time (10 minutes)

A flow chart showing how we respond to escalating behaviour incidences is included in Appendix 1.

A chart showing who manages consequences is included in Appendix 2. The list is not exhaustive and is included to demonstrate the level of behaviour at which it is appropriate to include SLT.

7. Restorative Conversations

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.

8. Supporting All Pupils

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: <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)
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 conform to the same behaviour expectations at all times 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.

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 or not the conditions above apply, 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. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

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, as long as 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
- Anonymous 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 is monitored regularly through logs, pupil voice, and staff feedback. This policy is reviewed annually and updated in consultation with staff, governors, and the wider school community.

APPENDIX 1: RESPONDING TO BEHAVIOUR

CLASS TEACHER

- Flyby reminders of behaviour expected
- Reminders of expectation to be 'Ready, Respectful, Safe'
- Warning
- Scripted response
- 30 second intervention
- Restorative conversation
- CPOMs behaviour that requires the intervention of SLT
- Provide work for time out / suspensions (initiated by SLT)

SLT

- Reminders of expectation to be 'Ready, Respectful, Safe'
- Scripted response
- 30 second intervention
- Time out – could be internal suspension
- Record on Arbor – parents will see
- Co-ordinate Pupil Support

MONITORING

- IBP written by class teacher detailing exactly what behaviours the child displays when dysregulated – shared with parents, TA, PPA cover, lunchtime staff
- Regular reviews involving SLT / parents
- Additional proactive support from Pupil Support – planned by SLT

SUSPENSION

- Increasing in length depending on frequency / seriousness
- Back to school restorative meeting – set date to meet with CT and share IBP, introduce mentor

APPENDIX 2: MANAGING CONSEQUENCES

CLASS TEACHER	SLT
<ul style="list-style-type: none">• 2 sided argument / low level physical• Swearing in conversation• Accidental property damage	<ul style="list-style-type: none">• Persistent non-compliance (over the period of a week)• Deliberate physical injury• Fighting• Any continued behaviour that the CT has tried to deal with for a considerable period of time.• Swearing at• Discriminatory language• Deliberate and obvious low-level property damage

APPENDIX 3: ONE PAGE SUMMARY



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BEHAVIOUR POLICY ONE PAGE SUMMARY

CORE PRINCIPLES		
OUR RULES	VISIBLE CONSISTENCIES	OVER AND ABOVE RECOGNITION
We try our best. We make the right choices. We are kind and considerate. We look after our school.	Daily meet and greet Lovely Lines Wonderful Walking	Recognition board Over and Above Certificates Postcards SLT Praise Home contact Golden Book Class Reward

RELENTLESS ROUTINES		
Praise in Public Remind in Private	Wonderful Walking around school	Consistent Language

STEPPED BOUNDARIES	
Gentle approach, use child's name, at child level, make eye contact and deliver the message.	
1. Reminder: "We need to: try our best/make the right choices/be kind/look after our school."	
2. Caution: "This is the second time I have spoken to you. I notice that you need to... "Remind of rule	
3. Consequence: "I have reminded you and warned you about... You are not following our school rule...." This needs to be proportionate (e.g. time to reflect, loss of privilege, completion of missed work, stand be member of staff if on the playground etc or Red Book if appropriate)	
4. Restoration: a structured conversation to repair and reset. "What can we do to put things right?" "What happened?", "What were you thinking at the time?", "Who has tis affected and how?"	

MANAGEMENT OF CONSEQUENCES	
CLASS TEACHER	SLT
<ul style="list-style-type: none">• 2 sided argument / low level physical• Swearing in conversation• Accidental property damage	<ul style="list-style-type: none">• Persistent non-compliance (over the period of a week)• Deliberate physical injury• Fighting• Swearing at• Discriminatory language• Deliberate and obvious property damage• Any continued behaviour that the class teacher has tried to deal with for a considerable period of time.