



*Together, in Jesus, we Love, Learn, Create and Celebrate!*



# **St. Gregory's Catholic Primary School**



## **Behaviour and Anti-Bullying Policy**

**2025 - 2026**

# Mission Statement and School Aims

***“Together, in Jesus, we love, learn,  
create and celebrate!”***

***St. Gregory’s Catholic Primary School seeks to be a Christ centered  
community where all are enabled to develop their full potential.***

## **Aims and Objectives**

### **To be a Christian community living the Gospel values of love, justice and peace**

- By being a welcoming and caring community
- By being positive role models who treat each other with respect and fairness & being willing to forgive and be forgiven
- By respecting and promoting each child’s innate capacity for the spiritual whatever their faith background
- By providing opportunities for quality Collective Worship and enriching liturgical celebrations suitable to the age and ability of pupils
- By enabling our children to acquire an excellent religious education through a well taught and well resourced ‘Come and See’ programme

### **To provide a broad, balanced and creative education**

- By recognising the needs of individual children and providing a creative, differentiated and challenging curriculum
- Through effective planning and delivery of a rich variety of learning experiences
- By using assessment, monitoring and evaluation to inform and enrich future teaching and learning
- By tracking each pupil’s progress as they move through school
- By providing opportunities for children and staff to develop and share their gifts and skills at our school

### **To work in partnership with home, Church and the wider community**

- By supporting parents in their role as ‘prime educators’ of their children
- By developing positive links between the school and the parish community
- By using our talents to enrich the lives of others and encouraging active participation in communities events
- By making effective use of the wider community as a learning opportunity
- By developing our responsibilities as citizens in the local, wider and global community
- By learning about and respecting other faiths and cultures

## Contents:

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Smoking and controlled substances
5. Prohibited sexual harassment
6. Items banned from the school premises
7. Effective classroom management
8. Positive relationships and approach
9. The classroom environment
10. Understanding behaviour
11. De-escalation strategies
12. Intervention
13. Managing behaviour
14. Isolation areas
15. Detentions
16. Behaviour off the school premises
17. Staff training
18. Monitoring and review

### **Appendices**

#### **Appendix 1 – Behaviour Contract**

#### **Appendix 2 – Classroom Rules Agreement**

#### **Appendix 3 – Behavioural Incident Form**

#### **Appendix 4 – Behavioural Management Observations Review Form**

#### **Appendix 5 – St. Gregory's Behaviour Curriculum**



## Statement of intent

St. Gregory's' Catholic Primary School believes that, in order to facilitate teaching and learning, positive behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

St. Gregory's is committed to:

- **Prompting desired behaviour based on the teachings of Christ and grounded in love and forgiveness.**
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

St. Gregory's is committed to explicitly teaching positive behaviour and conduct, and not just having measures in place to reward and sanction. This policy therefore sits closely alongside our Behaviour Curriculum, which clearly sets out the positive behaviours taught in our school. Through this well thought-out approach, positive behaviour isn't left to chance; it is explicitly taught and relentlessly reinforced with children, so they may know and understand why we behave, so every child can thrive and shine, not just in St. Gregory's, but in life beyond – as responsible contributors to life in modern Britain.

### Policy Approved:

Headteacher	Joseph Perree	3.11.2025
Chair of Governors	Neil McDonald	3.11.2025



## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- **Pupil Code of Conduct**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Complaints Procedures Policy**
- **St. Gregory's Behaviour Curriculum**

### Roles and responsibilities

The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy and Code of Conduct policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENDCO, headteacher and governing board, in conjunction with the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

**The SENDCO is responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff are responsible for:**

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:  
SENDCO/headteacher/subject leader.

**All members of staff, volunteers and support staff are responsible for:**

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

## 2. Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour, as determined by the school.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

### **3. Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school’s Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member will store the sample in the school office.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school’s Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

### **4. Prohibited sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **5. Items banned from the school premises**

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.

- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Liquid correction fluid
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## **6. Effective classroom management**

The school understands that well-managed classrooms

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct and Behaviour Curriculum which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.

- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

### **Classroom Rules**

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **Routines**

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers aim to be as predictable as possible every day.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines may include activities such as the following:

- Handing out exercise books at the beginning of the lesson
- Sticking in Knowledge Intention slips
- Collecting in end-of-activity work

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

### **Praise**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given closely following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged, particularly when following our Steps to Success.

Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised; qualified praise is important to us.

Praise that is given is always sincere and is never followed with immediate, or negated by, criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

### **Rewards**

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses many forms of praise, which could be categorised as

- **Social** – praise and recognition, e.g. a positive phone call or a mention to parents
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Certificates
- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Specific Attendance rewards
- Phone calls, emails and letters/certificates home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

## **7. Positive relationships and approach**

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Relationship education is rooted in the teachings of the church and based on Gospel values.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils at the gates and classroom door as they begin the day.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's individual interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in our comprehensive Fullness of Life curriculum
- Prayer and Liturgy
- Steps to Success
- Counselling- Anna Myers
- Lego Therapy – Mrs Mooney
- Play Therapy – Miss Connolly
- CBT-based Therapy – Support Staff
- Draw on your Emotions – Support Staff
- Low-level Animal Intervention – Miss Riley
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

## 8. The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this might include, though is not limited to

- Seating those who more frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who more frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively in low-level, unintrusive ways.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, using our 'Be Ready' prompt, then explain clearly so all pupils understand what they are supposed to be doing.

There are agreed processes for regaining pupils' attention, as featured within our Behaviour Curriculum. Teachers may sometimes use alternative methods for regaining pupils' attention, e.g. clapping hands in a certain pattern means pupils must stop what they are doing and look at the teacher. Any methods teachers use are made clear to pupils.

## 9. Understanding Behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (**A**): what happens before the behaviour occurs.
- Behaviour (**B**): the behaviour that occurs.
- Consequence (**C**): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract is developed for each pupil who displays challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed regularly (most likely on a fortnightly basis) by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective or behaviour does not show signs of improvement.

## **10. De-escalation strategies**

All staff have received Positive Handling training which included de-escalation strategies. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

## **11. Intervention**

In line with the school's Physical Restraint and Reasonable Force approach, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force approach.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher will be informed and the pupil's parents will be contacted; parents may be asked to collect the pupil and take them home for the rest of the day (Admin Staff will ensure correct recording of this on our SIMs registration system).

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension or exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension or exclusion; the headteacher will consider the complete context, including the individual needs of all.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these

groups. There may be adaptations to the policy, in recognising an individual child's needs and the proportionate managing and response to the behaviour displayed.

## 12. Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

The staff present (usually the class teacher) is asked to record the incident in to CPOMS.

After an initial incident of negative behaviour, the following sanctions are implemented:

- The pupil is sent a senior member of staff – this might be the headteacher.
- The senior staff investigates the incident and decides whether or not it constitutes as challenging behaviour.
- If the senior staff deems the behaviour to be challenging, they will record or respond to the incident in the Behaviour Log on CPOMS, as well as on the pupil's Behaviour Contract if they have one.
- The pupil will be moved to isolation – the headteacher will determine the length of the period spent in isolation as well as any detention time.
- The headteacher will inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored, which would likely include a Behaviour Contract – if they do not already have one.
- If a pupil already has an existing Behaviour Contract, this will be reviewed in line with [10.6](#) of this policy.
- Victims of any challenging behaviour will be offered the opportunity for positive mental health and wellbeing support, which may range from supportive conversations to therapies or counselling from an appropriate member of staff.

Following a second incident of challenging behaviour, the following sanctions are likely to be implemented:

- A Behaviour Contract will be developed for the pupil in line with [section 10](#) of this policy for a set period of time as determined by the headteacher.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.
- The pupil will present their Behaviour Contract to their teacher at the end of each day.
- At the end of the specified period, the pupil will present their Behaviour Contract to the headteacher for a comment and a review.
- If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.

- Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging behaviour may result in exclusion.

Following a third incident of challenging behaviour, the following sanctions are likely to be implemented:

- The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's Exclusion Policy and determine the length of the exclusion.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out (if it hasn't been so already) to determine whether there are any unidentified and/or undiagnosed learning or communication difficulties or mental health challenges that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
  - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
  - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENDCO.
  - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated approach has been unsuccessful, the school will consider whether to request an EHCP needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHCP plan. The school will likely by this point have consulted with specialists, usually (though not limited to): Inclusion Consultant, Inclusion Officer, School Nurse, Education Psychologist.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.
- The Headteacher will begin seeking consent for an Early Help assessment, if multi-agency support is necessary and agreed to by parents.

Following a fourth incident of challenging behaviour, the following sanctions will likely be implemented:

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.

- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHCP needs assessment is rejected, or has been approved but the implementation of an EHCP plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered. Again, expert advice from our Inclusion Officer, Inclusion Consultant and Education Psychologist would be sought.

For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEN.

### **13. Isolation areas**

The school may decide to move pupils to a separate area away from other pupils for a limited period – this is known as an isolation area.

The school will only move pupils to isolation areas where absolutely necessary, and where the process outlined in [section 13](#) of this policy has been followed and has failed to resolve the behaviour issue.

The school will ensure that pupil's health and safety is not compromised during their time in the isolation area, and that any additional requirements, such as SEND needs, are met.

The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.

The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

### **14. Detentions- time taken away from a break or part of lunchtime**

The school are able to use detention as a sanction.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

During this time, the pupil should complete the 'Thrive & Shine Reflection Time' template, encouraging conscious reflection on the presenting behaviours which led to the lunchtime detention.

## **15. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner, or as we say, being an 'ambassador' for St. Gregory's.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can reprimand pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying procedures.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously.

## **16. Staff training**

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

Training may also be refreshed considering recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force approach.

All staff receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

## **17. Monitoring and review**

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is November 2026.



## Appendix 1

### Behaviour Contract

#### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

---

---

---



These are the rewards if I meet my goals:



---



---



---

My contract will be reviewed on: date

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## Appendix 2- This is a template to use for ideas.

### Classroom Rules Agreement

#### Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

**I will: Devise with your class but here are some positive suggestions**

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

**I understand that if I don't follow the rules there may be consequences:**

[Outline the sanctions your school imposes for breach of classroom rules – examples are below]

**1<sup>st</sup> warning:** The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

**2<sup>nd</sup> warning:** The teacher asks me to leave the classroom. I must calm down before I come back in.

**3<sup>rd</sup> warning:** The teacher tells me to stay behind at breaktime. I must think about why I am acting this way and make sure it does not occur tomorrow.

**Pupil name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix 3-** We will mainly use CPOMS, but this form may be useful if a serious incident occurs.

### Behaviour Incident Form

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Location of observation:</b>		<b>Name of staff member:</b>	

**Before the incident: what led to the behaviour?**

--

**During the incident: what did the pupil do?**

--

**After the incident: what were the consequences of this behaviour?**

--

**Additional comments**

--

## Behaviour Management Observations Review Form

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Name of key worker:</b>		<b>Date:</b>	

**Do there appear to be any patterns triggering the pupil's behaviour?**

--

**Are our existing management systems effective?**

--

**What achievable targets could we implement for the pupil to work towards?**

--

**What are the pupil's strengths?**

--

**What effective strategies could we implement to help the pupil achieve their targets?**

--

**Additional comments**

--

## Appendix 5 – St. Gregory's Behaviour Curriculum



# St. Gregory's Catholic Primary School

*Together, in Jesus, we Love, Learn, Create and Celebrate!*



## St. Gregory's Behaviour Curriculum

At St. Gregory's, our **Fullness of Life** Curriculum is built on the belief that every child is a unique and cherished individual, created in God's image. Through our carefully designed learning experiences, we nurture the whole child—academically, socially, emotionally, and spiritually—so that they feel a deep sense of belonging, know and grow in God's love, and develop the confidence to thrive in an ever-changing world.

Flowing from our Fullness of Life offer, our **St. Gregory's Way to Thrive and Shine** Curriculum ensures that every child has the opportunity to develop their gifts and talents, grow in character, and become a light to others. We inspire them to live with purpose, serve their communities, and make a meaningful, positive impact on the world around them. **Exemplary behaviour is a key part of our children thriving.** Our behaviour curriculum and approach is not about compliance; it's about **setting our children up for success in all its every sense.** Through clear expectations, routines, and opportunities for all staff and children to rehearse, model, and refine these behaviours, we ensure that our pupils understand **how** and **why** we behave. Frequent opportunities to practice these behaviours help them become intrinsic to daily life. Our behaviour curriculum is designed to be accessible for pupils from Nursery to Year Six, with adaptations to support all pupils, including those with SEND and additional needs—**we aspire for every child to thrive and shine.**

Rooted in our faith and values, our approach ensures that children do not simply succeed in school but flourish in life, stepping forward with wisdom, compassion, and joy to live life in all its fullness.

Upon entry to St. Gregory's, children are explicitly taught the routines which will set them up for success and enable them to thrive and shine as they move through and beyond St. Gregory's.

School leaders and staff take opportunities to refresh our children's knowledge and practice of our Behaviour Curriculum through multiple 'Refresh and Reset' weeks throughout the school year, for every year group.

### Our Four School Rules: Be Ready, Be Respectful, Be Loving and Be Safe

Our school rules have been drawn out and decided upon in consultation with children, staff and parents.

Explicit Routines; Relentless in Rationale	High Expectations
<p><b>1,2,3</b></p> <ol style="list-style-type: none"> <li>1 - Stand up</li> <li>2 - turn to face the direction you will travel</li> <li>3 - Walk into line</li> </ol> <p><b>All Greet; Classroom Entry and Do-Now</b></p> <ul style="list-style-type: none"> <li>• Teacher stands at the threshold of classroom and greets each child.</li> <li>• Children enter the classroom quietly, following routines for putting equipment/belongings away.</li> <li>• Child engages in the task in silence.</li> </ul> <p><b>KS1 Attention: 1, 2, 3, Eyes on me...</b></p> <ul style="list-style-type: none"> <li>• Teacher calls out "1, 2, 3, eyes on me."</li> <li>• Children respond with "1, 2, eyes on you"</li> <li>• As they respond, children hear and stop what they are doing, emptying hands and giving the calling adult full attention.</li> </ul> <p><b>KS2 Attention: 'STOP' Hand Signal (KS2)</b></p> <ul style="list-style-type: none"> <li>• Teacher holds up hand, palm facing the children (STOP Signal)</li> <li>• Children notice teacher showing STOP signal</li> <li>• Children stop what they are doing, emptying hands, ensuring magnet eyes</li> <li>• Children also show STOP signal</li> </ul> <p><i>Teachers will establish clear routines for learning in their classroom</i></p> <p><i>e.g. giving out of books, packing away at the end of a lesson, transitioning to/from break/end of day, collecting/returning lunch boxes.</i></p> <p><i>Teaching staff will be relentless in our shared rationale - sharing <u>why</u> we behave the way we do.</i></p>	<p><b>SLANT</b></p> <ul style="list-style-type: none"> <li>S - Sit up straight</li> <li>L - Listen carefully</li> <li>A - Ask and answer questions</li> <li>N - Nod your head</li> <li>T - track the speaker</li> </ul> <p><b>Wonderful Walking &amp; Wonderful Waiting</b></p> <ul style="list-style-type: none"> <li>Facing forwards</li> <li>At a steady pace</li> <li>In a straight line</li> <li>With arms by our sides</li> <li>Without talking</li> </ul> <p><b>Oracy</b></p> <p><b>Listening - valuing the ideas of others</b></p> <ul style="list-style-type: none"> <li>Listen carefully</li> <li>Summarise and ask questions</li> <li>Make eye contact</li> <li>Body language (expression and nodding)</li> </ul> <p><b>Speaking - making valuable contributions</b></p> <ul style="list-style-type: none"> <li>ABC - Agree, Build on and Challenge</li> <li>Be prepared to change our mind</li> <li>Invite others into our discussion</li> <li>Try to reach a shared agreement</li> </ul> <p><b>Greeting others politely - Morning/Afternoon</b> (with children and adults alike)</p> <p><b>Consistent manners - please and thank you</b> (with children and adults alike)</p>



# EYES: Explicit Routines and Relentless Rationale, with High Expectations for All

'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'



## In Nursery & Reception classrooms, you will see us:

- Accessing clearly organized areas of provision.
- Cooperating during play using kind hands and good sharing, with adults modelling and supporting as needed.
- Treating our environment and equipment with care.
- Taking turns in conversation and answering adult questions, with adults modelling and supporting as needed.
- Wonderful walking as we move between various areas of provision.
- Using our indoor voices.
- Using kind hands, kind feet and kind words.
- Sitting up, responding to 'eyes on me' when an adult is ready to talk to us; we will grow to respond to '1, 2, 3 eyes on me' with '1, 2 eyes on you'.
- Using good manners: yes please, thank you, no thank you.

## You won't see:

- Swinging on chairs
- Shouting or screaming
- Talking whilst the teacher is
- Disrupting others
- Fiddling with resources during adult led tasks; circle time, collective worship etc

## Playing outside, you will see us:

- Using kind hands, kind feet and kind words.
- Using good manners: please, thank you, no thank you.
- Taking part in different activities.
- Treating our environment and equipment with care.
- Lining up sensibly when it is time to come back indoors.

## You won't see:

- Taking part in rough play
- Using unkind words
- Going indoors, without asking an adult
- Running into the line
- Pushing each other
- Shouting or screaming

## Walking around school, you will see us:

- Wonderful walking - Facing forwards; straight line; arms by our sides.
- Using eye contact when somebody is talking to you.
- Using good manners; yes please, thank you, no thank you.
- Using our indoor voices.

## You won't see:

- Shouting or screaming
- Being silly in the corridors

## During Lunch time, you will see us:

- Wonderful walking at the end of lunch ready for outdoor play.
- Wonderful waiting when we need help.
- Using indoor voices.
- Sitting upright and eating over the table.
- Saying please and thank you to adults who help us.

## You won't see:

- Getting out of our seats when eating.
- Being silly
- Talking loudly



# KSI & KS2: Explicit Routines and Relentless Rationale, with High Expectations for All

*'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'*



<p><b>In our classrooms, you will see us:</b></p> <ul style="list-style-type: none"> <li>• SLANTing</li> <li>• In KSI, we stop with '1, 2, eyes on you'; In KS2, we stop with the hand signal</li> <li>• Using 1, 2, 3 to line up sensibly</li> <li>• Starting our task as soon as we enter the classrooms</li> <li>• Ensuring we are prepared for and ready for learning</li> <li>• Clear, clutter-free desks</li> <li>• Working independently - you might see us taking notes</li> <li>• Using '3 before me' - we can be both independent, collaborative and problem solvers</li> <li>• Staying on task</li> <li>• Taking pride in the presentation of our work</li> <li>• Treating our environment and equipment with respect</li> <li>• Taking part in discussion; showing an interest and valuing the ideas of others</li> </ul>	<p><b>Walking around school, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking - Facing forwards; steady pace; straight line; arms by our sides</li> <li>• Holding doors open - allow others through a doorway before walking through yourself</li> <li>• Greeting people politely - saying 'Good Morning' or 'Good Afternoon'.</li> <li>• Using eye contact when somebody is talking to you</li> <li>• Using 'please' when asking for something</li> <li>• Using 'thank you' and showing gratitude when somebody does something nice for you</li> <li>• Standing aside to let people past -</li> <li>• Being mindful of other learners around us</li> <li>• Going back to our classrooms as soon as possible</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Calling out</li> <li>• Talking whilst the teacher is</li> <li>• Disrupting others</li> <li>• Fiddling with items on our desk (unless agreed with my teacher)</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Being silly in the corridors</li> <li>• Wandering around</li> </ul>
<p><b>Playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all children and adults</li> <li>• Trying to resolve any disagreements independently and respectfully (3 before me)</li> <li>• Taking part in different activities</li> <li>• Making sure everyone feels included and valued</li> <li>• Following our 'Football Fun' rules</li> <li>• KS2: Using the 'Five Minute Warning' (KSI bell) to prepare for the end of lunchtime</li> <li>• KS2: stopping still on the first whistle; lining up quickly and sensibly on the second whistle</li> <li>• Treating our environment and equipment with respect</li> <li>• Respecting our neighbours</li> </ul>	<p><b>In St. Gregory's Lunch Hall, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Lining up quietly, standing straight</li> <li>• Wonderful waiting</li> <li>• Politely making healthy choices</li> <li>• Carrying trays sensibly</li> <li>• Using indoor voices</li> <li>• Using our knives and forks; eating politely (with closed mouths when chewing)</li> <li>• Sitting upright and eating over the table (if we drop food, we will pick it up)</li> <li>• Clearing tables completely then sitting back down</li> <li>• Pushing in chairs and lining up sensibly</li> <li>• Showing thanks to those who cook for and serve us</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate, unacceptable language</li> <li>• Going indoors, unless we have permission from a member of staff</li> <li>• Behaving in a way that may upset others</li> <li>• Going into the trees at the back of the field</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don't need to</li> <li>• Running for our food</li> <li>• Being silly</li> <li>• Talking loudly</li> <li>• Dropped food on the floor</li> </ul>



# Thrive and Shine (EYFS)

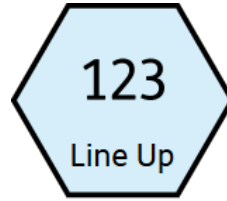
## Be Ready



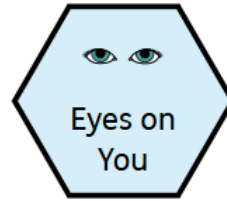
S - Sit Up



L - Listen Carefully



We line up in 1, 2, 3.



'1, 2, 3, Eyes on me'  
'1, 2, eyes on you'

## Be Respectful



Wonderful Walking and Wonderful Waiting



We greet one another by name or title



We use wonderful manners

## Be Loving

*Compassion - showing kindness and care for others, especially those in need*

*Peace - promoting harmony and reconciliation*

*Thankfulness - recognising and appreciating others and opportunities*

*Responsibility - taking ownership of actions, choices and duties*

*Respect - honouring the dignity of all people and valuing diversity*

*Service - helping others selflessly, following Christ's example*

*Justice - acting fairly and standing up for what is right*

*Forgiveness - practicing mercy and letting go of resentment*

*Hope - Trusting in God's plan and looking positively to the future*

*Love - the foundation of all virtues - rooted in God's unconditional love*



**Be Safe:** All our thoughts and actions help to keep me safe and those around me safe.



## Thrive and Shine (KSI & KS2)

### Be Ready



S - Sit Up



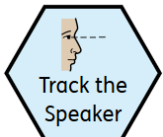
L - Listen Carefully



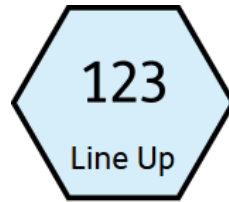
A - Ask and Answer



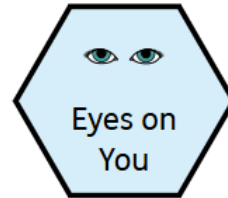
N - Nod our heads



T - Track the speaker



We line up in  
1, 2, 3.



'1, 2, 3, Eyes  
on me'  
'1, 2, eyes on  
you'



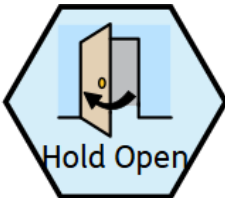
We STOP at  
the hand  
signal.

### Be Respectful



Wonderful  
Walking

Wonderful  
Walking and  
Wonderful  
Waiting



Hold Open

We hold  
doors open  
for others



Respect  
Environment

We respect our  
environment  
and resources



Greet One  
Another

We greet one  
another by  
name or title



Good  
Manners

We use  
wonderful  
manners

### Be Loving

*Compassion - showing kindness and care for others, especially those in need*

*Peace - promoting harmony and reconciliation*

*Thankfulness - recognising and appreciating others and opportunities*

*Responsibility - taking ownership of actions, choices and duties*

*Respect - honouring the dignity of all people and valuing diversity*

*Service - helping others selflessly, following Christ's example*

*Justice - acting fairly and standing up for what is right*

*Forgiveness - practicing mercy and letting go of resentment*

*Hope - Trusting in God's plan and looking positively to the future*

*Love - the foundation of all virtues - rooted in God's unconditional love*



Kind Hands



Kind Feet



Kind Words

Be Safe: All our thoughts and actions help to keep me safe and those around me safe.

## Reflection Time

At St. Gregory's, Reflection Time is an important part of our Behaviour Curriculum, providing children with the opportunity to pause, take responsibility, and learn from incidents of poor behaviour. Rooted in our school rules—Be Ready, Be Respectful, Be Loving, and Be Safe—Reflection Time encourages pupils to think carefully about the choices they have made, the Thrive & Shine expectation they have broken, and the impact of their behaviour on others. Guided by structured prompts, children describe what happened, consider how their actions have affected those around them, and identify what they will do differently next time. This process nurtures accountability, self-regulation, and growth in character, ensuring that pupils are supported to restore relationships and re-join learning with a renewed sense of purpose. In doing so, Reflection Time reinforces our belief that exemplary behaviour is not about simple compliance but about setting every child up to thrive and shine, both within school and in the wider world.

**St. Gregory's Catholic Primary School**  
*Together in Faith, with Love, Unity, Grace and Generosity*

**Thrive and Shine**

**Be Ready**

**S – Sit Up**

**L – Listen Carefully**

**A – Ask and Answer**

**N – Nod our heads**

**T – Track the speaker**

**123 Line Up**

We line up in 1, 2, 3.

**Eyes on You**

'1, 2, 3, Eyes on me'  
'1, 2, eyes on you.'

**We STOP at the hand signal.**

**Be Respectful**

Wonderful Walking  
Wonderful Walking and Wonderful Waiting

Hold Open  
We hold doors open for others

Respect Environment  
We respect our environment and resources

Greet One Another  
We greet one another by name or title

Good Manners  
We use wonderful manners

**Be Loving**

*Compassion – showing kindness and care for others, especially those in need*  
*Peace – promoting harmony and reconciliation*  
*Thankfulness – recognising and appreciating others and opportunities*  
*Responsibility – taking ownership of actions, choices and duties*  
*Respect – honouring the dignity of all people and valuing diversity*  
*Service – helping others selflessly, following Christ's example*  
*Justice – acting fairly and standing up for what is right*  
*Forgiveness – practicing mercy and letting go of resentment*  
*Hope – Trusting in God's plan and looking positively to the future*  
*Love – the foundation of all virtues – rooted in God's unconditional love*

Kind Hands

Kind Feet

Kind Words

**Be Safe:** All our thoughts and actions help to keep me safe and those around me safe.

### Thrive & Shine – Reflection Time

Description of my behaviour:

---

Which Thrive & Shine rule have I broken?

---

How has my behaviour affected others?

---

What will I do differently next time?

---

Consequences:

---

**Explicit Routines and Relentless Rationale, with High Expectations for All**  
*'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'*

<p><b>In our classrooms, you will see us:</b></p> <ul style="list-style-type: none"> <li>• SLANTing</li> <li>• In KS1, we stop with '1, 2, eyes on you'; In KS2, we stop with the hand signal</li> <li>• Using 1, 2, 3 to line up sensibly</li> <li>• Starting our task as soon as we enter the classrooms</li> <li>• Ensuring we are prepared for and ready for learning</li> <li>• Clear, clutter-free desks</li> <li>• Working independently – you might see us taking notes</li> <li>• Using '3 before me' – we can be both independent, collaborative and problem solvers</li> <li>• Staying on task</li> <li>• Taking pride in the presentation of our work</li> <li>• Treating our environment and equipment with respect</li> <li>• Taking part in discussion; showing an interest and valuing the ideas of others</li> </ul>	<p><b>Walking around school, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking - Facing forwards; steady pace; straight line; arms by our sides</li> <li>• Holding doors open – allow others through a doorway before walking through yourself</li> <li>• Greeting people politely - saying 'Good Morning' or 'Good Afternoon'.</li> <li>• Using eye contact when somebody is talking to you</li> <li>• Using 'please' when asking or something</li> <li>• Using 'thank you' and showing gratitude when somebody does something nice for you</li> <li>• Standing aside to let people past -</li> <li>• Being mindful of other learners around us</li> <li>• Going back to our classrooms as soon as possible</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Calling out</li> <li>• Talking whilst the teacher is</li> <li>• Disrupting others</li> <li>• Fiddling with items on our desk (unless agreed with my teacher)</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Being silly in the corridors</li> <li>• Wandering around</li> </ul>
<p><b>Playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all children and adults</li> <li>• Trying to resolve any disagreements independently and respectfully ('3 before me')</li> <li>• Taking part in different activities</li> <li>• Making sure everyone feels included and valued</li> <li>• Following our 'Football Fun' rules</li> <li>• KS2: Using the 'Five Minute Warning' (KS1 bell) to prepare for the end of lunchtime</li> <li>• KS2: stopping still on the first whistle; lining up quickly and sensibly on the second whistle</li> <li>• Treating our environment and equipment with respect</li> <li>• Respecting our neighbours</li> </ul>	<p><b>In St. Gregory's Lunch Hall, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Lining up quietly, standing straight</li> <li>• Wonderful waiting</li> <li>• Politely making healthy choices</li> <li>• Carrying trays sensibly</li> <li>• Using indoor voices</li> <li>• Using our knives and forks; eating politely (with closed mouths when chewing)</li> <li>• Sitting upright and eating over the table (if we drop food, we will pick it up)</li> <li>• Clearing tables completely then sitting back down</li> <li>• Pushing in chairs and lining up sensibly</li> <li>• Saying thanks to those who cook for and serve us</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate, unacceptable language</li> <li>• Going indoors, unless we have permission from a member of staff</li> <li>• Behaving in a way that may upset others</li> <li>• Going into the trees at the back of the field</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don't need to</li> <li>• Running for our food</li> <li>• Being silly</li> <li>• Talking loudly</li> <li>• Dropped food on the floor</li> </ul>

