



# Whole School Behaviour Handbook

Updated July 2026

A practical guide for staff on behaviour expectations, strategies and support.

*Growing in faith: loving and learning together with Jesus*

## Contents Page

		Page Number
<b>1</b>	<b>Our Behaviours Principles</b>	<b>3-4</b>
<b>2</b>	<b>Core Expectations for Staff</b>	<b>5-6</b>
<b>3</b>	<b>Sanctions - Escalation System</b>	<b>7-8</b>
<b>4</b>	<b>Reward System</b>	<b>9</b>
<b>5</b>	<b>Behaviour Management Scripts</b>	<b>10</b>
<b>6</b>	<b>Restorative Practice</b>	<b>11-14</b>
<b>7</b>	<b>Proactive Strategies (Quick Wins)</b>	<b>15</b>
<b>8</b>	<b>Knowing Your Pupils</b>	<b>16</b>
<b>9</b>	<b>Our Virtues</b>	<b>17</b>
<b>10</b>	<b>Beautiful Behaviours</b>	<b>18</b>
<b>11</b>	<b>Beautiful Behaviours Teaching Toolkit</b>	<b>19-25</b>
<b>12</b>	<b>Repair and Reflect</b>	<b>26</b>
<b>13</b>	<b>Report Card</b>	<b>27</b>

## 1. Our Behaviour Principles

St Mary's and St Vincent's, behaviour approach is rooted in our **Catholic mission and vision**, underpinned by dignity, compassion and the belief that every child is a **child of God**.

### **Growing in faith: Loving and learning together with Jesus**

We believe that every child is precious, unique and made in the image of God. Our behaviour policy aims to reflect this belief in every interaction and decision, helping children grow spiritually, socially, and emotionally.

We ensure that all in St Mary's and St Vincent's strive to live and love as a Christian family, growing ever closer to God and following Catholic virtues. These virtues apply to everyone in the school community and they inform the way we act, what we do and how we achieve our high aspirations.

In our schools, we strive to be:

- **LOVE** – by our just actions and kind words. We love God and we love each other.
- **FORGIVING** – we are forgiven by God and each other and also forgive.
- **RESPECTFUL** – well-rounded individuals who have a positive impact on others, near and far, especially those who are less fortunate.
- **HONEST** – with a sense of responsibility and the strength to speak up truthfully.
- **LOVE OF LEARNING** – developing lively, enquiring and independent minds and the resilience to embrace the challenges we face.
- **HOPEFUL** – for ourselves and the world, changing what we can for the better in order to fulfil God's plan.

### **Purpose of Our Behaviour Approach**

- To create a calm, safe and nurturing school environment where all children can flourish.
- To ensure consistent, fair and loving boundaries are set by adults.
- To help pupils grow in virtue and character, aligning their behaviour with Gospel values.
- To empower staff to respond with compassion, clarity and confidence.

### **Our Core Behaviour Beliefs**

- **All behaviour is communication** – we seek to understand, not just to react.
- **Every child can succeed** – with the right support and relationships.
- **Positive adult behaviour changes pupil behaviour** – calm, consistent adults create safe, predictable spaces.
- **Belonging matters** – children thrive when they feel known, valued, and loved.
- **Restoration is more powerful than punishment** – our 'Repair and Reflect' approach enables learning from mistakes and the healing of relationships.

## Our Core Behaviour Values

### Be Respectful

- **STAR Sitting:** Respecting the speaker by sitting up tall, tracking them and being ready to learn.
- **Lovely Listening:** Listening to one voice, using hands-up to speak and focusing fully shows respect for others' contributions.
- **Peaceful Prayer:** Showing reverence through calm, still and thoughtful actions during worship.
- **Respect:** Saying “please” and “thank you”, opening doors, speaking kindly and wearing uniform with pride.

### Be Responsible

- **Delightful Dinners:** Using indoor voices, talking only to your table and lining up appropriately demonstrates responsibility for the shared environment.
- **Pleasant Playtimes:** Following signals, lining up promptly and using equipment correctly shows responsibility for your own actions and for others' safety.
- **Lovely Lining-Up:** Being in the correct order, standing still and silently – showing responsibility in transitions and routines.

### Be Safe

- **Wonderful Walking:** Silent, single-file walking with arms by your sides and eyes forward ensures safety in corridors and around school.
- **Pleasant Playtimes:** Getting off equipment immediately when the bell goes and using resources safely keeps everyone protected.
- **Lovely Lining-Up:** Still, straight and silent lines prevent bumps or trips, especially in busy spaces.

## 2. Core Expectations for Staff

- Greet pupils at the door each morning and after breaks.
- Teach and model expected behaviours regularly.
- Maintain a calm, structured and quiet learning environment.
- Year 2 – 6 seated in rows.
- N, R and 1 allocated carpet spaces.
- Use positive language and avoid shouting or sarcasm.
- Follow the escalation system consistently and fairly.
- Hold restorative conversations after incidents.
- Use rewards meaningfully – celebrate values, not just outcomes.

### Proactive Routines & Relationships

- Meet and greet every child at the door each morning and after breaks
- Teach, model, and revisit expected behaviours regularly (e.g. STAR sitting, silent work, respectful language)
- Prioritise positive relationships – connection before correction
- Use seating plans in Years 2–6 with rows facing the front unless agreed otherwise
- Maintain a calm, quiet, structured learning environment

### In-the-Moment Behaviour Management

- Follow the Stage 1 structure consistently: Reminder → Warning → Thinking Time → Repair → Breaktime Loss
- Use calm, neutral tone of voice at all times – no raised voices
- Use positive, emotion-coaching language to de-escalate situations
- Record all incidents on CPOMs
- Avoid public shaming – always protect the pupil's dignity

### Use of Consequences

- Only give Dojo points for behaviours that exceed expectations – link clearly to school virtues
- Breaktime detentions should be used for repeated behaviours after Stage 1 steps
- Ensure Stage 2 (reset in another class, parent informed, short detention) is logged on CPOMs
- Escalate to SLT (Stage 3) only when behaviour is persistent, unsafe, or not responding to Stage 2
- Stage 1 does **not** reset for the same behaviour after breaktime or lunchtime. If the same behaviour continues, it should progress to Stage 2
- If a pupil begins displaying a different behaviour, the Stage 1 process should begin again for that new behaviour
- Before requesting SLT support, check the daily briefing or staffroom board to identify which members of SLT are on site
- When requesting support via radio, always call the named member of SLT required rather than making a general call

## Repair & Reflect

- Always hold a restorative conversation after a time-out or any significant behaviour incident, once the pupil is calm and ready to reflect.
- Repair and Reflect is a restorative process, not simply a written record.
- The Repair and Reflect Sheet is only one part of the restorative conversation. It should never become a tick-box exercise. The conversation itself is the most important element and should help the pupil:
  - understand what happened;
  - recognise how their behaviour affected others;
  - consider how they can repair relationships;
  - identify how they will make better choices next time.
- The sheet should be used to inform and shape this conversation rather than replace it.
- In Key Stage 1, the adult leading the conversation should normally complete the sheet alongside the child, recording the child's responses.
- All completed Repair and Reflect Sheets must be scanned and uploaded to CPOMS.
- If you're unsure or a conversation didn't go well, ask for support or observe another colleague

## Communication & Consistency

- Log all incidents at every stage on CPOMS
- Inform parents at Stage 2 and 3 via Dojo (or SLT will if it's their stage)
- Follow up after incidents – behaviour improvement comes through sustained relationships and feedback
- Celebrate positive behaviour meaningfully (certificates, postcards home, peer nominations)

### 3. Sanctions - Escalation System

#### Stage 1: Self-Regulation Opportunity - For most low-level disruption

Stage 1 is made up of five steps that are managed by class teacher or TA. No immediate escalation needed. All incidents should be recorded on CPOMs.

**Reminder → Warning → Thinking Time → Repair → Loss of Break**

- **Step 1: Gentle Reminder - Low-level behaviour (e.g. calling out, distracting others)**
  - Non-confrontational cue. Refer to the value being compromised.  
“Remember, we’re being respectful. Let’s try again.”
  
- **Step 2: Formal Warning - Behaviour continues despite reminder**
  - Calm and clear naming of behaviour  
“That’s a warning. You’re talking while others are working. If you continue, you will lose 5 minutes of your break. I know you will make the right decision because I saw you showing focus during maths.”
    1. **Identify the Behaviour**  
[Name], you are [talking while others are working / out of your seat without permission]. That is not being [respectful / responsible].
    2. **State the Consequence**  
If this continues you will need to [move seats / lose 5 minutes of your playtime].
    3. **Reinforce Positivity & Belief**  
I know you’ll make the right decision because I saw you [showing great focus / making respectful choices] this morning.
  
- **Step 3: Thinking Time - No change after warning**
  - Short time-out (2–5 mins) inside or just outside the classroom. No public shaming  
“I’m asking you to take a time-out so you can reset. I’ll check on you soon.”
  
- **Step 4: Repair and Reflect Conversation - Following time-out,**
  - A brief restorative conversation should take place at an appropriate time (not in the heat of the moment), once the pupil is calm and able to reflect.
  - Use the consistent prompts:
    - What happened?
    - What were you feeling?
    - Who was affected?
    - What can you do to put it right?
    - How can we make sure it doesn't happen again?
  - A verbal restorative conversation is expected following every time-out.
  - A written Repair and Reflect Sheet is not required at this stage unless the behaviour progresses to Step 5 or meets the criteria outlined in the Repair and Reflect section.

- **Step 5. Loss of Break time (10 minutes)**

- Use this only if the behaviour hasn't improved after a reminder, warning, time-out and repair and reflect conversation or if the behaviour was disruptive enough to warrant further reflection.
- Complete a Repair and Reflect Sheet with the pupil during or immediately following the loss of break.
- Scan and upload the completed sheet to CPOMS.

Stage 1 is designed to support pupils in correcting one specific behaviour.

If a pupil continues displaying the same behaviour after breaktime or lunchtime, Stage 1 does not reset. The behaviour should progress to Stage 2.

For example:

- Persistent talking throughout lessons
- Repeated refusal to follow instructions
- Ongoing disruption would continue through the behaviour stages rather than restarting after each break.

However, if the pupil begins displaying a different behaviour, the Stage 1 process starts again for that new behaviour.

### **Stage 2: Internal Support - For repeated disruption or refusal to reset**

- Relocation to another classroom with appropriate work (maximum 30 minutes).
- Wherever possible, pupils should be relocated to **Year 1, Year 5 or Year 6**.
- EYFS should only be used where there is no suitable alternative.
- Pupils are expected to follow the behaviour expectations of the class they have joined.
- The purpose of relocation is to allow pupils to regulate whilst experiencing a calm, purposeful learning environment.
- Before returning to class, the class teacher should hold a brief restorative conversation discussing:
  - what the pupil observed in the other classroom;
  - what successful learning behaviours they noticed;
  - how they will demonstrate those same behaviours back in their own classroom.
- Parent/carer informed via Dojo.
- Logged on CPOMS.

### **Stage 3: SLT Involvement – For persistent disruption, refusal to engage or unsafe behaviour**

A member of SLT is required from Stage 3 onwards. Before requesting support, staff should check the daily briefing or staffroom board to identify which members of SLT are on site. Requests over the radio should identify the specific member of SLT required to ensure the quickest possible response.

- SLT supports in class or removes pupil
- SLT facilitates Repair & Reflect session
- Break time or lunchtime detention may be issued, supervised by SLT
- Parent/carer informed via Dojo Behaviour monitored closely over time
- Temporary support plan may be initiated
- Logged on CPOMS

## Stage 4: Behaviour Support Plan - For pupils needing ongoing support

- Personalised plan with:
  - Clear, realistic targets
  - Daily or weekly check-ins
- Parent/carer informed via phone call
- Initial plan for 1 week, reviewed weekly
- Adjusted or extended if no improvement

Physical violence will normally result in Stage 4 as a minimum response, unless the severity or previous history requires escalation.

## Stage 5: Internal Exclusion - For serious incidents (aggression, harm, refusal)

- Time away from class in internal reflection space
- Work provided
- Full restorative process led by SLT before reintegration
- Parent/carer informed via phone call
- Logged on CPOMs

A further incident of physical violence occurring within the same term will normally result in Stage 5 – Internal Exclusion.

## Stage 6: Fixed-Term Suspension/Permanent Exclusion (Final Resort) - For repeated or serious breaches (violence, high risk to others, persistent disruptive behaviour)

- Used only when all other strategies are exhausted or risk is significant
- Formal review and reintegration plan developed
- Parent/carer informed formally
- Logged in line with statutory guidance

Serious acts of violence, incidents causing significant harm, or behaviour presenting a substantial risk to the safety of others must be referred immediately to the Headteacher. Such incidents may result in Suspension or Permanent Exclusion, depending upon the circumstances and statutory guidance.

## 4. Reward System

**Purpose:** To reinforce positive behaviours that align with our values and virtues, not compliance alone.

### Adult recognition

- Praise should be specific, sincere and consistent
- Celebrate effort and values, not just outcomes

### Class Dojo Points

- Points are to be given to pupils that exceed our expectations not just meet them
  - E.g. STAR sitting, getting on with work and achieving the LO is meeting expectations so should not be rewarded

- If a child produces work of a standard over and above what they normally produce this should be rewarded
- Link points clearly to *virtues*
- Label points by behaviour (e.g. You were really loving when you helped your friend when she was injured.)
- Points also awarded for reading quizzes

### Postcards Home

- Use postcards for standout behaviours
- Make these rare and meaningful (1 per half term)

### Certificates

- Weekly linked to any virtue
- Pupil voice: let children nominate each other sometimes

## 5. Behaviour Management Scripts

### 1. De-escalation & Emotion Coaching

- “I can see you're upset. I'm here to help when you're ready to talk.”
- “Take a moment. I'll come back and check in with you in a minute.”
- “It's okay to feel angry, it's not okay to hurt someone.”
- “You're safe. Let's try to calm our bodies before we talk.”

### 2. Positive Framing and Redirection

- “Thank you for showing you're ready to listen.”
- “Let's try that again and show we're being respectful.”
- “I know you can make a better choice. Let's take a moment and reset.”
- “I can see you're finding it tricky. Would you like to move to a quieter space for a moment?”

### 3. Setting Expectations

- “Remember, we're being respectful. Let's try again.”
- “That's a warning. You're not showing how to be responsible. You can change that.”
- “I'm asking you to take a time-out so you can reset. I'll check on you soon.”
- “Let's start with 5 minutes of silent work to help us settle into focus.”

### 4. Restorative Conversation Prompts

- “What happened?”
- “What were you feeling at the time?”
- “Who else was affected by what happened?”
- “What can you do to put it right?”
- “How can we make sure this doesn't happen again?”

### 5. Closure & Reconnection

- “I know you can do better and I'm here to help.”
- “Let's move on from this now—we all make mistakes.”
- “Thanks for talking that through with me.”
- “It's good to see you ready to learn again.”

### 6. Restorative Practice

- Restorative conversations are essential after incidents.
- Use the scripts to guide.
- See worksheet for practice scenarios and reflection prompts.

## Principles of Repair and Reflect

Repair and Reflect is a restorative process that enables children to learn from mistakes rather than simply receive a consequence.

The conversation is always more important than the paperwork.

Adults should:

- remain calm and non-judgemental;
- allow the child time to regulate before beginning;
- use the Repair and Reflect Sheet to guide discussion, not replace it;
- encourage pupils to think about the impact of their actions;
- finish the conversation positively so the pupil can successfully rejoin learning.

For Key Stage 1 pupils, adults should usually complete the sheet on behalf of the child whilst discussing each question together.

### EYFS/KS1 - Restorative Chat Script

"I want to talk about what happened, so you can feel better and we can fix it together."

#### 1. What Happened?

- "What happened?"
- "What were you doing?"
- "How were you feeling?"

#### 2. Who Was Hurt or Upset?

- "Did anyone get hurt or feel sad?"
- "How do you think they felt?"
- "How do you feel now?"

#### 3. Can We Fix It?

- "What can we do to make it better?"
- "Can you say sorry?"
- "What could you do next time?"

#### 4. Let's Move On

- "What can help you make a good choice next time?"
- "I know you can do it – I'm here to help you."

## **KS2 Restorative Conversation Script**

### **1. Setting the Scene**

"I want to talk about what happened earlier so I can understand and help you work things out. This isn't about blame – it's about respect, safety and helping everyone feel okay."

### **2. What Happened?**

- "Can you tell me what happened?"
- "What were you thinking at the time?"
- "How were you feeling?"

### **3. Who Was Affected?**

- "Who else was involved or affected?"
- "How do you think they felt?"
- "How do you feel now?"

### **4. What Needs to Happen Now?**

- "What can you do to make things right?"
- "Is an apology needed?"
- "What will you do differently next time?"

### **5. Moving Forward**

- "What can help you make better choices next time?"
- "How can I support you?"
- "Thank you for talking this through – I know you can do the right thing."

## Restorative Approaches – Practice Worksheet

Use the scenarios below to practise leading restorative conversations in pairs. One person plays the pupil, the other the adult. Then switch roles.

### Restorative Conversation Script

1. What happened?
2. What were you thinking or feeling at the time?
3. Who has been affected by what happened?
4. What do you think needs to happen to put things right?
5. How can we do better next time?

### Scenario 1: Playground Conflict

Two Year 3 pupils have had a falling out at lunchtime. One pushed the other after being called a name. The incident caused tears and upset, and now both are in class but distracted and unsettled.

#### *Pupil 1 (who used the unkind words):*

1. **What happened?**  
“I called him a name because I was annoyed he wouldn’t let me play.”
2. **What were you thinking or feeling at the time?**  
“I felt left out and frustrated.”
3. **Who has been affected by what happened?**  
“He was upset, and now we’re both not getting along. Our friends saw it too and looked uncomfortable.”
4. **What do you think needs to happen to put things right?**  
“I need to say sorry for what I said. It was unkind.”
5. **How can we do better next time?**  
“Next time, I’ll tell him how I’m feeling instead of saying something hurtful.”

#### *Pupil 2 (who pushed):*

1. **What happened?**  
“He called me a name and I pushed him.”
2. **What were you thinking or feeling at the time?**  
“I felt really angry and embarrassed.”
3. **Who has been affected by what happened?**  
“He got hurt and upset. Our teacher had to get involved. We both got into trouble.”
4. **What do you think needs to happen to put things right?**  
“I should say sorry for pushing. I could’ve walked away instead.”
5. **How can we do better next time?**  
“If someone says something mean, I’ll tell a teacher or ask them to stop instead of pushing.”

## Scenario 2: Disruption in Class

A Year 6 pupil was repeatedly chatting during a group task. When asked to stop, she rolled her eyes and muttered something under her breath. Another pupil complained they couldn't concentrate and felt disrespected.

### *Disruptive Pupil:*

1. **What happened?**

"I was chatting and didn't stop when you asked. I rolled my eyes and said something rude."

2. **What were you thinking or feeling at the time?**

"I was bored and didn't like being told what to do."

3. **Who has been affected by what happened?**

"You were annoyed, and the group couldn't focus. Someone even said they felt disrespected."

4. **What do you think needs to happen to put things right?**

"I should apologise and focus better next time. I know I was being disruptive."

5. **How can we do better next time?**

"If I'm feeling bored, I'll try to speak up in a respectful way or ask for help."

## 7. Proactive Strategies (Quick Wins)

- Emotion coaching language: 'It's okay to feel angry...'
- Quiet check-ins with dysregulated pupils.
- Non-verbal cues for redirection.
- Calm-down space in classrooms.
- Consistent modelling of STAR sitting, lining up, and lovely listening.

### Behaviour Strategy Bingo

Use emotion coaching language: 'It's okay to feel angry...'	Praise a pupil for being 'Respectful' with a clear example	Rehearse a restorative script with a colleague	Create or label a calm-down space in your room	End a conversation with 'I know you can do better'
Avoid raising your voice in a challenging moment	Greet every pupil at the door in the morning	Use a specific, sincere praise comment	Give a Class Dojo point with a clear behaviour label	Ask a child privately if they're okay
Model STAR sitting or Lovely Lining Up	Have a quiet check-in with a dysregulated pupil	Use a non-verbal cue to redirect behaviour	Catch a pupil doing the right thing and narrate it	Use the phrase 'I can see you're struggling...'
Remind a pupil of expectations in a calm tone	Use the repair and reflect space after an incident	Send a praise note home	Recognise effort, not just outcome	Use a restorative question instead of punishment
Give a Class Dojo point for reading effort	Let pupils nominate peers for a values shout-out	Avoid sarcasm when correcting behaviour	Say 'I'm here to help' during a tricky moment	Free Space – Try something new!

## 8. Knowing Your Pupils

- Use reflective worksheets to identify triggers, needs, and support strategies.
- Adapt expectations and responses to meet individual needs.
- Build connection through consistency and empathy.

Pupil Name:

- What are this pupil's strengths?
- What triggers dysregulation for this pupil?
- What early signs of distress do they show?
- What helps this pupil feel safe and supported?
- What support strategies have worked (or might work)?
- What adjustments might help them self-regulate better?
- How can we communicate consistently with all adults working with them?

## 9. Our Virtues

Our Virtues		
<p><b>Be Loving by:</b></p> <ul style="list-style-type: none"><li>• Sharing with others and helping them.</li><li>• Using kind words to talk to each other.</li><li>• Being patient with others and not getting upset.</li><li>• Including everyone and showing kindness.</li></ul>	<p><b>Be Forgiving by:</b></p> <ul style="list-style-type: none"><li>• Saying sorry if we hurt someone.</li><li>• Forgiving friends when they say sorry.</li><li>• Helping friends make up after a disagreement.</li><li>• Letting go of being upset and being kind.</li></ul>	<p><b>Be Respectful by:</b></p> <ul style="list-style-type: none"><li>• Listen to adults and follow instructions.</li><li>• Be polite: say please, thank you, and use a calm voice.</li><li>• Show kindness by helping others and caring for school property.</li><li>• Respect others by allowing them to learn and embracing differences.</li></ul>
<p><b>Be Honest by:</b></p> <ul style="list-style-type: none"><li>• Telling the truth, even when it's hard.</li><li>• Admitting mistakes and saying sorry.</li><li>• Doing the right thing, even when no one is watching. Taking responsibility for our actions.</li></ul>	<p><b>Show a Love of Learning by:</b></p> <ul style="list-style-type: none"><li>• Staying focused and trying our best.</li><li>• Asking questions when we don't understand.</li><li>• Not disturbing others so they can focus too.</li><li>• Never giving up, even when things get tough.</li></ul>	<p><b>Be Hopeful by:</b></p> <ul style="list-style-type: none"><li>• Staying positive, even when things are difficult.</li><li>• Believing that things will get better.</li><li>• Encouraging others who are feeling sad or worried.</li><li>• Being patient and trusting that everything will work out.</li></ul>

## 10. Beautiful Behaviours

<p style="text-align: center;"><b>STAR sitting</b></p> <p>S. Sit up tall T. Track - Eyes on Me A. Ask and answer questions R. Respect everyone</p>	<p style="text-align: center;"><b>Wonderful Walking</b></p> <ul style="list-style-type: none"> <li>• We walk in silence</li> <li>• We walk in single file</li> <li>• We walk with our arms by our sides</li> <li>• We face the direction we are walking</li> </ul>	<p style="text-align: center;"><b>Lovely Listening</b></p> <ul style="list-style-type: none"> <li>• We listen to one voice</li> <li>• We use STAR sitting</li> <li>• We put our hands up if we want to speak</li> <li>• We focus on the speaker</li> </ul>
<p style="text-align: center;"><b>Lovely Lining-Up</b></p> <ul style="list-style-type: none"> <li>• We face the front</li> <li>• Our arms are by our sides</li> <li>• We stand silently and still</li> <li>• We line-up in 'register' order</li> </ul>	<p style="text-align: center;"><b>Delightful Dinners</b></p> <ul style="list-style-type: none"> <li>• We use STAR sitting</li> <li>• We use indoor voices</li> <li>• We only talk to people on our table</li> <li>• We use Lovely Lining-up and Wonderful Walking</li> </ul>	<p style="text-align: center;"><b>Pleasant Playtimes</b></p> <ul style="list-style-type: none"> <li>• Whistle/Bell 1 = Stop / get off everything</li> <li>• Whistle/Bell 2 = line-up</li> <li>• We use Lovely Lining-up</li> <li>• We use equipment safely and respectfully</li> </ul>
<p style="text-align: center;"><b>Peaceful Prayer</b></p> <ul style="list-style-type: none"> <li>• Hands together entering worship</li> <li>• We stand / sit respectfully for prayer</li> <li>• We use Lovely Listening</li> <li>• We face the prayer space</li> </ul>	<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>• We always say 'please' and 'thank you'</li> <li>• We open doors for others</li> <li>• We always speak politely to others</li> <li>• We wear our uniform with pride</li> </ul>	

## 11. Beautiful Behaviours Teaching Toolkit

### Lesson 1: Lovely Lining-Up

**Learning Objective:** I can line up calmly and quietly, ready to move through school.

#### What is Lovely Lining-Up?

- Face the front
- Arms by sides
- Silent and still
- In register order

#### Teacher Modelling:

- Demonstrate good lining-up and transitions
- Reinforce expectation with signals/cues

#### Guided Practice:

- Line up, walk, stop, reflect
- Give specific praise and tips

#### Independent Practice:

- Reward whole class for best lines
- Monitor consistency before transitions

#### Reflection:

- "How do our lines show respect and responsibility?"
- Line of the Week award

## **Lesson 2: Wonderful Walking**

**Learning Objective:** I can move safely and respectfully around school using Wonderful Walking.

### **What is Wonderful Walking?**

- Walk in silence
- Walk in single file
- Arms by sides
- Eyes forward

### **Teacher Modelling:**

- Demonstrate correct vs. noisy/rushed walking

### **Guided Practice:**

- Rehearse walking through corridors/hall/in from break/lunchtime
- Stop, reflect, try again if needed

### **Independent Practice:**

- Use during real transitions (to assembly, lunch, etc.)
- Staff praise and reward consistent class behaviour

### **Reflection:**

- "Why is walking safely important for everyone?"
- Line Leader of the Day

## **Lesson 3: STAR Sitting**

**Learning Objective:** I can show I am ready to learn by using STAR sitting.

### **What is STAR Sitting?**

- Sit up tall
- Track the speaker (Eyes on Me)
- Ask and answer questions
- Respect everyone

### **Teacher Modelling:**

- Model correct and incorrect sitting
- Narrate what STAR sitting looks and feels like

### **Guided Practice:**

- Call and response: "Show me STAR!"
- Pupils mirror your model

### **Independent Practice:**

- Use STAR sitting during all lessons
- Peer feedback: "Is my partner showing STAR?"

### **Reflection:**

- Discuss: "How does STAR sitting help us learn?"
- STAR Champion of the Week – 2 child that have shown this to be celebrated in Friday assembly.

## **Lesson 4: Lovely Listening**

**Learning Objective:** I can listen to one voice and show respect to the speaker.

### **What is Lovely Listening?**

- One voice at a time
- STAR sitting
- Hands up to speak
- Eyes on me

### **Teacher Modelling:**

- Role play good vs. poor listening
- Use a talking partner to show how it feels to be listened to

### **Guided Practice:**

- Listening games (Simon Says, mystery sounds)
- Practise during group work

### **Independent Practice:**

- Recognise and reward examples of listening
- Use peer feedback: "Did my partner listen well?"

### **Reflection:**

- "Why is listening important in school and life?"

## **Lesson 5: Delightful Dinners**

**Learning Objective:** I can behave respectfully and responsibly in the dining hall.

### **What are Delightful Dinners?**

- STAR sitting
- Indoor voices
- Talk only to people on your table
- Lovely lining-up and wonderful walking when entering/exiting

### **Teacher Modelling:**

- Model how to carry tray, sit, talk respectfully

### **Guided Practice:**

- Rehearse lining up for dinner
- Practice clearing space and thanking staff

### **Independent Practice:**

- Monitor behaviour during real lunch times

### **Reflection:**

- "What makes the dining hall a pleasant place?"
- Midday supervisor shout-outs

## **Lesson 6: Pleasant Playtimes**

**Learning Objective:** I can play safely, take turns and respond to the whistle.

### **What are Pleasant Playtimes?**

- Use equipment properly
- Freeze on 1st whistle
- Line up promptly on 2nd whistle
- Kind words and sharing

### **Teacher Modelling:**

- Demonstrate a safe game vs. rough/unsafe play

### **Guided Practice:**

- Practice whistle response
- Rehearse joining in and taking turns

### **Independent Practice:**

- Praise or reward safe, kind play
- Encourage peer nominations for kind actions

### **Reflection:**

- "What do we do when someone is unkind at playtime?"

## **Lesson 7: Peaceful Prayer**

**Learning Objective:** I can show reverence and focus during prayer and worship.

### **What is Peaceful Prayer?**

- Hands together
- Calm, quiet
- STAR sitting and Lovely Listening
- Face the prayer space with respect

### **Teacher Modelling:**

- Model posture, silence, body language

### **Guided Practice:**

- Practice during class prayer and assembly time
- Lead a short guided prayer and reflect

### **Independent Practice:**

- Monitor for reverent behaviour
- Quiet praise or virtue-linked Dojo points

### **Reflection:**

- "Why is it important to be respectful in worship?"
- Class Prayer Leaders

## 12.Repair and Reflect Sheet

Name:	St Mary's and St Vincent's <b>REPAIR AND REFLECT</b>	Date:
Reason for Repair and Reflect:		
<b>Be respectful by:</b> <ul style="list-style-type: none"><li>• Listening to adults and following their instructions.</li><li>• Letting others learn without disturbing them.</li><li>• Using a calm and polite voice.</li><li>• Talking kindly to your friends.</li><li>• Taking care of school property.</li><li>• Being kind to everyone, even if they are different from you.</li><li>• Saying please and thank you.</li><li>• Holding the door open for others.</li></ul>	<b>Be responsible by:</b> <ul style="list-style-type: none"><li>• Being ready to learn and listen.</li><li>• Bringing the things you need to school, like your reading book, PE kit and coat.</li><li>• Wearing your school uniform correctly.</li><li>• Tidying up your space and helping clean the classroom.</li><li>• Saying sorry and fixing things if you make a mistake.</li></ul>	<b>Be safe by:</b> <ul style="list-style-type: none"><li>• Following the school rules and listening to adults.</li><li>• Sitting nicely and safely in the classroom.</li><li>• Walking carefully around school.</li><li>• Playing games that are safe and not too rough.</li><li>• Using calm and kind words when talking.</li><li>• Being kind to others and not hurting anyone.</li><li>• Telling an adult if something worries you.</li></ul>
How did I act?		
How did my behaviour affect others?		
What will I do differently in order to be respectful, responsible and safe?		
Parent to sign and date:		

### 13. Report Card

It is with regret that I have to inform you that, following unacceptable behaviour, your child has been placed on a report card. This will be monitored by the Senior Leadership Team and will be sent home every evening so you are aware of your child's behaviour in school. Please acknowledge receipt of the card by initialling in the appropriate box and ensure that it is returned to school tomorrow. Thank you for your support.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b>	P: S:	P: S:	P: S:	P: S:	P: S:
<b>Break</b>					
<b>Session 2</b>	P: S:	P: S:	P: S:	P: S:	P: S:
<b>Lunch</b>					
<b>Session 3</b>	P: S:	P: S:	P: S:	P: S:	P: S:
<b>SLT signature</b>					
<b>Parent signature</b>					

P = pupil grade

S = staff grade

Grades      1 = positive / hardworking    2 = Generally attentive and on task    3 = Lack of effort/insufficient work    4 = Disruptive/unresponsive

This card will be used to monitor your child's behaviour until they receive three consecutive days of 1 or 2 gradings.