

# St. Clare's Catholic Primary School Behaviour Policy



Member of staff responsible: Mrs R Wroblewski - Headteacher

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Date approved by the full Governing body: March 2026

Date to be reviewed: February 2027

## 1. School Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected.  
We learn and grow, whilst strengthening our relationship with God and one another.  
Together in His love, we can achieve our full potential.  
Play, learn and grow together with Christ

## 2. Policy Aims

Our behaviour policy is based on the Christian principles of love and respect for each other.  
"Love one another as I have loved you." *John 15:12*

As a Catholic School, we focus on the Gospel Values of fairness, compassion, honesty and forgiveness, and our strategies for supporting the highest standards of behaviour are rooted in praise and reward for making the right choices.

We believe that:

- Good behaviour is central to a good education.
- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- Everyone has the right to be listened to, to be valued, to feel and be safe.
- All adults in school: staff, volunteers, governors and parents/carers should set a good example to the children.
- All members of the school should be free from discrimination, harassment or victimisation.

We aim to:

- Create an inclusive school culture which is based on mutual respect.
- Recognise that every member of our school community has rights and responsibilities around behaviour and discipline.
- Model and encourage the highest standards of behaviour and politeness, and address poor behaviour and manners.
- Be mindful that well-planned learning, effective classroom management, adaptive and inclusive teaching and a stimulating curriculum all play their part in supporting positive classroom behaviour.
- Manage behaviour well so that we provide a safe, calm and supportive environment in which all pupils can learn and thrive.
- Maintain calm and orderly classroom environments and foster within the children a respect for discipline and abiding by school rules.
- Give every child a sense of personal responsibility for his/her own actions.
- Apply our policy with fairness and consistency.
- Encourage a focus on positive behaviour through a range of rewards for all ages and abilities.
- Actively teach Christian values and attitudes through our curriculum to promote responsible behaviour among our pupils and respect for themselves and others.
- Follow up incidents of poor behaviour promptly, with care and compassion and a desire to prevent a recurrence.
- Repair and restore harmonious relationships between pupils where these have been fractured by poor behaviour.
- Work in partnership with parents/carers and keep them informed of any concerns.
- Prevent bullying in all its forms.
- Maintain and monitor records relating to pupil behaviour.

### **3. Expectations**

Our overarching expectations of pupils are:

- To treat others with respect and as they would like to be treated.
- To show care and consideration for their environment.
- To be polite and well-mannered.
- To always try their best.

These expectations underpin a more detailed code of conduct of which there are three age-appropriate versions as follows. They can be found in poster format as an appendix to this policy.

#### **St. Clare's Pupil Code of Conduct - Pre-School**

- Be respectful to everybody and use good manners.
- Show kindness in your words and actions.
- Look after all equipment and belongings.
- Try to come to school every day and be on time.
- Walk when moving around inside school.
- Always try your best.
- If you have any problems, tell a trusted adult.
- Play, learn and grow together with Christ.

#### **St. Clare's Pupil Code of Conduct - EYFS & KS1**

- Be respectful to everybody and use good manners.
- Show kindness in your words and actions.
- Look after all equipment and belongings.
- Try to come to school every day and be on time.
- Wear the school uniform smartly and with pride.
- Walk when moving around inside school.
- Always try your best.
- If you have any problems, tell a trusted adult.
- Play, learn and grow together with Christ.

## **St. Clare's Pupil Code of Conduct - KS2**

- Be kind and respectful to everybody, using positive and appropriate language.
- Treat all property with care and respect.
- Maintain good attendance and be on time for school each day.
- Wear the correct uniform smartly and with pride.
- Walk when moving around inside school.
- Complete schoolwork and homework to the best of your ability.
- Only bring to school items to support your learning.
- Report any problems to a trusted adult.
- Play, learn and grow together with Christ.

Pupils are taught that there is an expectation that this code of conduct is upheld in all areas of school and outside of school on trips or sporting fixtures, where they are representing our school. In addition, it remains unchanged whichever member of staff is supervising them and whether they are in lesson time or outdoors at break time.

In addition to the above, class teachers may also set specific classroom rules with their classes at the start of the academic year.

### **4. Rewards**

Good behaviour is explicitly taught and modelled from the time the pupils first start school, and it is then constantly encouraged, noticed and rewarded or incentivised in a range of ways. For example, pupils may be awarded the following rewards for good behaviour or kindness to others:

- Verbal praise and recognition,
- Stickers,
- Certificates,
- Name on the school's Wonder Wall,
- Being sent to another teacher and class to receive praise from them,
- Golden Time,
- Treat Jar,
- House Points are awarded to pupils in R-Y6 (bronze, silver and gold house point badges are awarded at 100 / 200 /300 points for an individual),

- Name on the Acts of Kindness Board (weekly winners have a hot chocolate with the Headteacher)

Some pupils may require additional support to reach the expected standard of behaviour. Where possible, this is identified and implemented before misbehaviour even occurs so that our approach can remain positive and reward-focused.

Pupils who struggle to maintain a good standard of behaviour, for example due to an additional need, may be rewarded in different ways and will be supported appropriately, for example through individualised behaviour plans under the direction of the SENDCo or with support from appropriate outside agencies. These will typically be focused on maintaining good behaviour for shorter periods of time with a reward each time this is achieved. Such pupils may also be supported to self-regulate through sensory circuits and/or classroom resources to support their focus on learning and ability to make positive learning choices. Parents will always be informed and involved, and the child's voice will be at the centre of the process.

## **5. Consequences**

Poor behaviour is met with a proportionate consequence in addition to an explanation to the pupil about how their behaviour fell short of the expected standard.

Reprimanding a child will not typically be done publicly. Where a pupil's behaviour falls short of the expected standard, staff try to intervene swiftly but ensure that we 'connect before we correct'. This means that where a pupil is upset, we try to de-escalate and help the child to regulate before we begin to address and correct a behaviour. We do this in order to ensure that we remain calm, build trust and help children to understand that they are loved even when they make mistakes.

Group punishments are to be avoided as they breed resentment among those not involved.

### **Minor breaches**

Low-level classroom disruption or minor breaches of discipline are incidents which may include the following examples: shouting out, poor listening, being inconsiderate, talking over the teacher or other pupils, not completing work, not sharing, a single incident of saying something unpleasant or being unkind.

The classroom consequences for these are graduated as follows:

#### **EYFS**

1. A verbal comment about their behaviour choice being unwanted.
2. A second verbal comment explaining they need to correct their behaviour choice.
3. The child being taken to a calming space or regulation zone for a change of area, and then returning to the group.
4. Missing up to 5 minutes of playtime (having a 1:1 conversation with the teacher about their behaviour choice and why it was unacceptable before being allowed out to play). If the class teacher is on duty that day, they have this conversation outside before the child can go off and play.
5. If within the same session (morning or afternoon), the unwanted behaviour continues, the class teacher will have a discussion with the key stage leader or SENDCo about individualised behaviour management approaches.

## KS1

1. A verbal comment about their behaviour choice being unwanted.
2. A verbal warning that the behaviour needs to be corrected or they will miss minutes off playtime.
3. Missing up to 5 minutes of playtime (having a 1:1 conversation with the teacher about their behaviour choice and why it was unacceptable before being allowed out to play). If the class teacher is on duty that day, they have this conversation outside before the child can go off and play.
4. If within the same session (morning or afternoon), the unwanted behaviour continues, the class teacher will have a discussion with the key stage leader or SENDCo about individualised behaviour management approaches.

## KS2

1. A verbal warning about the unwanted behaviour
  2. The child's name being moved from the green to amber traffic light
  3. The child's name being moved from the amber to the red traffic light
  4. If child is on amber at break/lunch time, they will miss 5 minutes of playtime – having a 1:1 conversation with the teacher about their behaviour choice and why it was unacceptable before being allowed out to play. After this, the child moves back to green for the start of the next session.
  5. If a child is on red at break/lunch time, they will miss their break time and after a conversation with the teacher, complete a behaviour reflection sheet (see appendix). This will be uploaded to CPOMS. After this, the child moves back to green for the start of the next session.
  6. If a child moves to amber or red during the afternoon, they will miss part of their 'golden time' at the end of the afternoon so that there can be a fresh start the next school day.
- With all the above, children can move back a step towards green within a session if their behaviour improves.

These minor breaches are generally dealt with by the class teacher and in a caring and supportive manner. Every effort is made to be consistent so that children recognise that rewards and consequences are applied fairly. Staff will speak with parents informally if there are repetitive occurrences, patterns of poor behaviour or concerns.

The graduated consequences are reset at lunchtime and again at the start of each day so that children can start afresh. The day or session starts with every child at green.

The playground consequences will look slightly different and are graduated as follows:

1. A verbal warning
  2. If no improvement, a conversation with the member of staff on duty about how their behaviour is unwanted and how it needs to change
  3. If it continues, some time out from playing, standing with a member of staff on duty. The member of staff will also oversee a meaningful apology is made where appropriate.
- Break time and lunchtime staff will report minor incidents to the relevant class teacher so they are kept fully informed about their pupils' behaviour.

## **Major breaches**

Major breaches of behaviour are uncommon at St Clare's but will not be tolerated. Examples may include: fighting, unprovoked assault, stealing, verbal abuse, storming out of class, possession of prohibited items (see section 6). These will be referred to the Headteacher or Deputy Headteacher and will be recorded on CPOMS.

Parents will be telephoned, and the following consequences may be applied in any order, dependent on circumstances: a break time or lunchtime detention and writing letter of apology, temporary loss of privilege or place in representing the school, withdrawal from the classroom and, in serious incidents, parents may be asked to take the pupil home for the remainder of the day. If this is a repeated behaviour, the school will seek support and advice from the SENDCo as well as external agencies as to the most appropriate course of action to manage and improve the behaviour. This could include an individual behaviour plan (IBP), report card or behaviour book.

Any incidents of poor behaviour against another pupil will always be investigated. Children are encouraged to reflect upon their behaviour and consider where they made the wrong choice, and supported to make a meaningful apology and repair the relationship as well as receiving a consequence. Incidents of child-on-child behaviour are recorded and monitored carefully.

For continued incidents of extreme poor behaviour with no improvement, despite a range of strategies and consequences being employed, or in cases of a one-off action of a very serious nature which compromises the safety or wellbeing of another individual, a pupil may need to be suspended from school. Suspensions are for a fixed term (typically between 2 and 5 days) and there is a right to appeal to the Governing Body.

The final sanction is exclusion, which can be on either a fixed-term or permanent basis. A permanent exclusion would always be a very last resort, following exhaustion of all other alternatives and attempts to modify the behaviour. All serious sanctions at suspension or exclusion level would only be applied following liaison with and approval from the local Governing Body, the Local Authority and all other appropriate bodies, including the Mater Ecclesiae Multi-Academy Trust.

## **6. Intervention and Reasonable Force**

Reasonable force or restraint may be required to be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene is a matter for the professional judgment of the member of staff present. The Senior Leadership Team would notify parents and devise an action plan to support the pupil.

Members of the Senior Leadership Team have the right to search a pupil if they suspect that a pupil has prohibited items in their possession: mobile phones, electronic devices, weapons, stolen items, alcohol, illegal drugs, fireworks or pornographic images. If staff suspect pupils have items not allowed in school, the pupil will be asked to show the contents of their pockets/bag. If the pupil refuses, then parents will be called. School staff have the right to confiscate any item found as the result of a search which they consider to be harmful or detrimental to school discipline. Parents will be informed when items are confiscated.

## **7. Incidents outside of School**

The school has the right to discipline pupils for incidents which occur outside the school premises in the following circumstances:

- when the pupil is involved in an organised school activity.
- when pupils are travelling to and from school, when they are wearing school uniform or are otherwise identifiable as a pupil of St Clare's.
- when the behaviour, including online activity, has repercussions within school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

## **8. Special Educational Needs**

The school acknowledges its responsibility under the Equality Act 2010 in respect of pupils with Special Educational Needs and acknowledges that reasonable adjustments to our usual procedures for managing pupil behaviour would be made to support a child with specific behavioural difficulties. The approach would be individually tailored to the pupil in consultation with parents, the pupil and relevant professionals.

## **9. Allegations against staff**

Disciplinary action may be taken against any pupil who is found to have made malicious and/or false allegations against staff. The staff member who is the subject of this will be offered appropriate pastoral care and support.

## **10. Other relevant policy documents**

This policy should be read in conjunction with the school's Anti-Bullying policy and the school's Special Educational Needs Policy.

### **APPENDICES:**

- A. Pupil codes of conduct, specific to key stages
- B. Behaviour Reflection Sheet



# St. Clare's Pupil Code of Conduct Pre-School



**Be respectful to everybody and use good manners.**



**Show kindness in your words and actions.**



**Look after all equipment and belongings.**



**Try to come to school every day and be on time.**



**Walk when moving around inside school.**



**Always try your best.**



**If you have any problems, tell a trusted adult.**



**Play, learn and grow together with Christ.**





# St. Clare's Pupil Code of Conduct EYFS & KS1



**Be respectful to everybody and use good manners.**



**Show kindness in your words and actions.**



**Look after all equipment and belongings.**



**Try to come to school every day and be on time.**



**Wear the school uniform smartly and with pride.**



**Walk when moving around inside school.**



**Always try your best.**



**If you have any problems, tell a trusted adult.**



**Play, learn and grow together with Christ.**





# St. Clare's Pupil Code of Conduct

## KS2



- Be kind and respectful to everybody, using positive and appropriate language.



- Treat all property with care and respect.



- Maintain good attendance and be on time for school each day.

- Wear the correct uniform smartly and with pride.



- Walk, when moving around inside school.

- Complete schoolwork and homework to the best of your ability.



- Only bring to school items to support your learning.

- Report any problems to a trusted adult.



- Uphold the school's values and expectations both in and outside of school.



- Play, learn and grow together with Christ.



## Reflecting on my Behaviour

### Understanding What Happened

<ul style="list-style-type: none"><li>• What happened that led to you filling in this reflection sheet?</li></ul>
<ul style="list-style-type: none"><li>• Which rule or expectation was not followed?</li></ul>

### Impact On Others

<ul style="list-style-type: none"><li>• Who was affected by your behaviour?</li></ul>
<ul style="list-style-type: none"><li>• How did your behaviour affect the learning environment in your class?</li></ul>

## Taking Responsibility

<ul style="list-style-type: none"><li>• What part did you play in the incident?</li></ul>
<ul style="list-style-type: none"><li>• What should you have done differently?</li></ul>

## Moving Forward

<ul style="list-style-type: none"><li>• How could you handle the situation next time?</li></ul>
<ul style="list-style-type: none"><li>• What do you need to focus on or change to ensure this situation does not keep happening?</li></ul>

Signed:

Pupil:

Teacher:

Date: