



St Clare's Catholic Primary School

Positive Behaviour Policy

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Introduction

At St Clare's Catholic Primary School, our mission is to:

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We believe that every child is created in the image and likeness of God, with unique dignity and potential. Our behaviour policy is not only about discipline but about nurturing the whole child spiritually, socially, emotionally, and academically.

Through our core values of **Faith, Respect, and Aspire**, we encourage children to:

- show Faith by trusting in God and themselves
- show Respect for themselves, others, and creation
- Aspire to be the best they can be, using their gifts to serve others

This policy supports the creation of a loving, safe, and orderly environment where all pupils can flourish. We promote forgiveness, reconciliation, and restoration, while maintaining the highest standards of conduct so that teaching and learning are never compromised.

Legal Framework

This policy is based on:

- **Education Act 2002, Section 175** – Duty to safeguard and promote the welfare of pupils
<https://www.legislation.gov.uk/ukpga/2002/32/section/175>
- **Education and Inspections Act 2006, Sections 88–94** – Duties on governing bodies regarding behaviour and exclusions
<https://www.legislation.gov.uk/ukpga/2006/40/contents>
- **Equality Act 2010** – Equality duties relating to schools
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022, updated Feb 2024)**
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including pupil movement (DfE, Sept 2023)**
<https://www.gov.uk/government/publications/school-exclusion>
- **Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)**
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- **Use of Reasonable Force in Schools (DfE, July 2013)**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Aims

Our aims are to:

- nurture the **whole child** so that they grow in character and in faith;
- create a calm, safe, and positive environment in which all can learn and thrive;
- develop pupils' self-discipline and sense of responsibility for their actions;
- encourage forgiveness and reconciliation when relationships break down;
- ensure high standards of behaviour that enable effective teaching and learning;
- ensure that the school is free from bullying, discrimination, or prejudice;
- maintain clear, fair, and consistent systems of rewards and sanctions;
- ensure that exclusions are rare, fair, and legally compliant, but available as a final safeguard for the whole school community.

Theological Foundation

Our approach to behaviour is rooted in the Gospel message of love, forgiveness and reconciliation.

We believe that every child is made in the image and likeness of God and is capable of growth and goodness. When mistakes occur, we respond with compassion and opportunities for reflection.

Through restorative approaches, we teach pupils to repair relationships and move forward with hope, echoing Jesus' call to "*Love one another as I have loved you*" (*John 13:34*).

This ensures that our standards of conduct are both morally purposeful and faith-filled, reflecting our Catholic mission.

Objectives

We will achieve this by:

- consistently modelling and rewarding positive behaviour rooted in our mission and values;
- teaching pupils the social and emotional skills they need to make good choices;
- promoting restorative approaches that repair relationships;
- providing targeted support for children with SEND or additional needs;
- using data and monitoring to ensure fairness and equity in behaviour responses;
- creating an environment where **every child knows that every day is a fresh start.**

Roles and Responsibilities

Staff

- Model respectful behaviour at all times.
- Look for and reward positive behaviour.

- Provide consistency, fairness, and calm authority.
- Apply sanctions proportionately and in line with the policy.
- Build positive relationships with parents/carers.

Parents/Carers

- Support the school's mission, values, and expectations.
- Reinforce positive behaviour at home.
- Work in partnership with staff when difficulties arise.
- Ensure their child attends school regularly and punctually.

Pupils

- Follow the school rules and classroom charters.
- Treat others with kindness, respect, and fairness.
- Take responsibility for their choices.
- Show forgiveness, understanding, and compassion.

Governors

- Ensure this policy is legally compliant and mission-centred.
- Monitor exclusions and behaviour data.
- Hold leaders accountable for ensuring fairness and consistency.

School Rules (Code of Conduct)

At St Clare's our simple rules are rooted in our mission and values:

- **Work hard and be kind.**
- **Let others learn.**
- **Treat others as you would like to be treated.**
- **Look after property and creation.**
- **Follow instructions the first time.**

Each phase adapts these rules into age-appropriate charters:

- **EYFS** – Share, care, and try your best.
- **KS1** – Be safe, polite, and kind.
- **KS2** – Respect yourself, respect others, respect learning.

Positive Behaviours We Expect at St Clare's

At St Clare's, we expect every pupil to demonstrate behaviours that reflect our mission and values:

Faith – Living with hope, kindness and service

- Joining in with prayer and liturgy respectfully, regardless of personal faith.
- Showing kindness, forgiveness, and compassion towards others.
- Contributing positively to class, school and parish life (e.g., helping others, fundraising, caring for our environment).

Respect – Treating everyone with dignity

- Speaking politely and kindly to all adults and pupils.
- Listening carefully when others are speaking.
- Looking after school property and the property of others.
- Moving calmly and safely around school.
- Including and welcoming everyone, regardless of differences in background, faith or culture.

Aspire – Aiming high in all we do

- Trying our best in every lesson and persevering with challenges.
- Completing work to the best of our ability and taking pride in presentation.
- Following adult instructions the first time they are given.
- Taking responsibility for our actions and making amends when mistakes are made.
- Showing independence and resilience by solving problems sensibly.

Examples of Persistent Breaches of our Behaviour Policy

Persistent breaches occur when a pupil repeatedly fails to meet the expectations above, for example:

- **Disrespecting staff or pupils** through repeated rudeness, defiance, or unkind language.
- **Continual disruption to learning** (talking over others, calling out, preventing others from working).
- **Repeated unsafe behaviour** (running inside, pushing, rough play, ignoring safety instructions).
- **Ongoing damage or misuse of property** despite reminders.
- **Frequent refusal to engage** in learning or follow reasonable instructions.
- **Continual unkindness, intimidation or bullying**, including online.

Responses to Misbehaviour

We use a graduated approach:

- non-verbal signals or reminders
- verbal warnings
- time out within class or playground
- restorative conversation
- loss of privilege or playtime
- "time out" in another class

- parental contact
- behaviour targets or report card

All incidents are recorded on CPOMS when necessary. Staff use restorative approaches to help children reflect, repair, and move forward.

Restorative practice at St Clare's reflects **Catholic Social Teaching** principles of human dignity, solidarity, and the common good. Through reflection and dialogue, pupils learn that their actions affect others, that forgiveness restores peace, and that every day is a new opportunity to begin again.

Our restorative work is further strengthened through our involvement in the **Liverpool Hearts Project**, and partnerships with the **Anthony Walker Foundation** and **Peace Foundation**, which support inclusion, compassion, and understanding across our community.

Serious Breaches

Examples include:

- violence or aggression;
- bullying or harassment (including racist, homophobic, or discriminatory behaviour);
- deliberate defiance
- disruption of learning their own or others;
- damage to property;
- dangerous behaviour that threatens safety.

Serious breaches will be escalated to SLT. Parents will be informed and incidents recorded. Governors may be involved where persistent issues arise.

Suspension and Permanent Exclusion (Statutory-compliant)

Principle

Exclusion is always a **last resort**.

Suspension (fixed-period exclusion) and permanent exclusion are **last-resort** responses to serious misbehaviour. Any decision will be lawful, reasonable, and fair, with due regard to the Equality Act 2010 and SEND Code of Practice.

Types

1. **Internal exclusion** (educated elsewhere on site).
2. **Lunchtime suspension** (counts as ½ day).
3. **Suspension** (fixed period; max **45 school days** in a school year, including any lunchtimes counted as half days).
4. **Permanent exclusion**. [GOV.UK Assets](#)

Legal test for exclusion

The headteacher (or acting head) may suspend or permanently exclude **only**:

- **In response to a serious breach, or persistent breaches, of the school's behaviour policy; and**
- **Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.**

(This two-limb test must be satisfied for a permanent exclusion; it also guides decisions to suspend.)

[GOV.UK Assets](#)

Decision-making & recording

- Decisions will consider context, evidence, proportionality, reasonable adjustments, and whether earlier interventions have been tried.
- A headteacher **may cancel** an exclusion before the governing board meets; all parties will be told "without delay" and a return arranged. Any days already missed still count towards the 45-day annual limit. [GOV.UK Assets](#)

Notification (immediate duties)

Following any suspension or permanent exclusion, the headteacher will **without delay** notify:

- **Parents** (reason(s), type and length, start date, right to make representations);
- The **local authority** (now required **for all suspensions and permanent exclusions**, regardless of length);
- The **governing board**;
- Where applicable, the pupil's **social worker** and/or **Virtual School Head**. [GOV.UK Assets](#)

Education during exclusion (Day-6 duty)

- For a **suspension of more than 5 school days**, the **governing board** must arrange **suitable full-time education** from **Day 6**.
- For a **permanent exclusion**, the **local authority** must arrange suitable full-time education from **Day 6**.
- School will set and mark work for the first five days of any exclusion. [GOV.UK Assets](#)

Governing board consideration of reinstatement

The governing board will consider representations and, where required, hold a meeting to consider reinstatement:

- **Permanent exclusion**: meeting within **15 school days**.
- **Suspensions totalling >15 days in a term** (alone or in aggregate): meeting within **15 school days**.
- **Suspensions totalling >5 and ≤15 days in a term**: if parents request, meeting within **50 school days**.
- Where a suspension or permanent exclusion would cause a pupil to **miss a public exam/test**, the board must take reasonable steps to meet **before** the date. [GOV.UK Assets](#)

Independent Review Panel (IRP)

If the governing board upholds a **permanent exclusion**, parents may request an **IRP**. A SEN expert can

attend if requested. The IRP may uphold, recommend reconsideration, or quash the decision and direct reconsideration. [GOV.UK Assets](#)

Reintegration

After any suspension, we will hold a **re-integration meeting** with the pupil and parent/carer and update plans (e.g., pastoral support plans, behaviour targets, reasonable adjustments) to support a successful return.

Lunchtime suspensions

Lunchtime suspensions are permitted where proportionate; **each counts as a half day** toward the **45-day** annual limit. Where needed, arrangements will be made so pupils eligible for free school meals can receive them. [GOV.UK Assets](#)

Data, equalities & SEND

We will monitor exclusion data (including protected characteristics, SEND, EAL, CLA/previously-CLA) and take steps to reduce disparities. Reasonable adjustments will be considered before exclusion decisions. [GOV.UK Assets](#)

Right to education on roll

A permanently excluded pupil's name will be removed from roll only when required conditions are met (e.g., after IRP window), in line with Pupil Registration Regulations. [GOV.UK Assets](#)

Bullying

We will not tolerate bullying of any kind. Bullying is defined as **deliberate, persistent behaviour that causes harm or distress**. All confirmed incidents are treated as serious breaches and responded to in line with our Anti-Bullying Policy.

Pupils with SEND

We recognise that some children may struggle with behaviour due to SEND, trauma, or additional needs. Staff will:

- make reasonable adjustments;
- provide personalised targets;
- work with parents and external agencies where appropriate.

We balance compassion with consistency, ensuring safety and learning are not compromised.

Inclusion

St Clare's is a fully inclusive school. Our behaviour systems are applied fairly to all children, but support is adapted where needed to ensure equal opportunity for success.

Malicious Allegations

Deliberately false allegations against staff are taken seriously. Pupils who make malicious allegations may face serious sanctions, including exclusion, and the incident will be referred to safeguarding procedures.

Transition

We recognise that moving between year groups and to secondary school can be unsettling. Transition programmes include:

- visits to new classrooms/teachers;
- enhanced support from learning mentors;
- secondary school visits and preparation.

Complaints

Parents who wish to complain about the application of this policy should follow the school's Complaints Policy.

Glossary

- **Bullying:** Persistent harassment that causes harm or stress (verbal, physical, indirect, or online).
- **Prejudice-based behaviour:** Behaviour motivated by race, gender, disability, religion, or other protected characteristics.

Linked Policies

- Safeguarding and Child Protection
- Anti-Bullying
- Equality and Diversity
- SEND
- Catholic Life Policy
- SMSC Policy
- Collective Worship
- Relationships, Health and Sex Education
- Personal Development
- Complaints Policy