St Bartholomew's Church of England Primary School

Behaviour Policy

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St Bartholomew's C of E (VA) Primary School

Follow Jesus in all we do

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life".' (John 8:12)

Core Values

Our school is underpinned by 6 core values;

Courage
'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship
'Love each other as I have loved you.' (John 15:12)

Service
'Serve one another in love' (Galatians 5.13)

Forgiveness
'Do not judge, and you will not be judged; Do not condemn, and you will not be condemned; Forgive, and you will be forgiven' (Luke 6:37)

Justice
'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love
'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

Great Harwood St Bartholomew's CE Parish VA Primary School

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Key Principles

At Great Harwood St Bartholomew's Parish CE VA Primary School, our vision to "Follow Jesus in all we do" shapes every aspect of school life. We believe that every child is uniquely valued by God and should be supported to flourish academically, socially, emotionally and spiritually within a caring and inclusive Christian community.

This policy promotes a culture of respect, responsibility and kindness where pupils feel safe, valued and ready to learn. Through our Christian values of Love, Courage, Friendship, Service, Forgiveness and Justice, we seek to develop self-discipline, positive relationships and a strong sense of personal responsibility.

We recognise that behaviour is learned through strong relationships, clear expectations, consistent routines and positive role models. We also recognise that behaviour may sometimes be influenced by additional needs, vulnerabilities, safeguarding concerns or life experiences. Where appropriate, pupils will receive support through a graduated, trauma-informed and inclusive approach.

Positive behaviour provides the foundation for effective learning, wellbeing and flourishing relationships. Through high expectations and compassionate support, we seek to create a school community where every child can let their light shine and achieve their God-given potential.

Legal Framework

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

Legislation

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Health Act 2006
- Voyeurism (Offences) Act 2019
- Human Rights Act 1998
- Children Act 1989
- Children Act 2004

Statutory and Non-Statutory Guidance

- DfE Behaviour in Schools: Advice for Headteachers and School Staff (February 2024) [gov.uk], [assets.pub...ice.gov.uk]
- DfE Keeping Children Safe in Education (2026) [gov.uk], [Lancashire...cy 2026-27 | Word]
- DfE Searching, Screening and Confiscation (July 2023) [gov.uk]
- DfE School Suspensions and Permanent Exclusions (July 2026) [gov.uk], [flourished...tion.co.uk]
- DfE Preventing Bullying (July 2026) [gov.uk]

- DfE SEND Code of Practice: 0 to 25 Years (updated 2024) [gov.uk]
- DfE Mental Health and Behaviour in Schools (2018)
- DfE Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (as incorporated within KCSIE 2026) [gov.uk], [Lancashire...cy 2026-27 | Word]
- DfE Restrictive Interventions, Including Use of Reasonable Force, in Schools (effective from 1 April 2026) [gov.uk], [assets.pub...ice.gov.uk]
- DfE Mobile Phones in Schools (June 2026) [gov.uk]
- DfE Working Together to Improve School Attendance (July 2026)
- DfE Supporting Pupils with Medical Conditions at School

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Needs Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Respect for All (Anti-bullying) Policy
- Online Safety policy
- Mobile Phone and Smart Technology Policy

Roles and Responsibilities

At Great Harwood St Bartholomew's Parish CE VA Primary School, ensuring high standards of behaviour is a shared responsibility. Guided by our vision to "Follow Jesus in all we do", every member of our school community has a role to play in creating a safe, nurturing and respectful environment where all children can flourish. Our shared expectations are underpinned by the CALM School Code which provides a simple framework for positive behaviour throughout school.

The Governing Board

The Governing Board is responsible for:

- Ensuring that this policy complies with all relevant legislation and promotes equality, dignity and inclusion for all members of the school community.
- Supporting the school's Christian vision and values through the promotion of a positive behaviour culture.
- Ensuring that there is a consistent whole-school approach which promotes calm, respect, kindness and high expectations, reflecting the principles of our CALM School Code.
- Monitoring the effectiveness of this policy and holding leaders to account for its implementation.
- Considering and responding to complaints relating to this policy in accordance with the school's Complaints Policy.
- Ensuring that this policy is reviewed regularly and published on the school website.

The Headteacher

The Headteacher is responsible for:

- Providing strategic leadership for behaviour, culture and conduct throughout the school.
- Ensuring that high expectations, including the CALM School Code, are clearly communicated, consistently applied and understood by all members of the school community.
- Leading the implementation, monitoring and review of this policy.
- Establishing school expectations, routines and appropriate consequences where behaviour falls below expected standards.
- Ensuring that behaviour systems are fair, inclusive and responsive to the needs of all pupils.
- Working closely with staff, pupils, governors and parents to promote a positive and nurturing learning environment.
- Monitoring behaviour trends and ensuring that appropriate support is in place for pupils whose behaviour may be influenced by social, emotional, mental health or additional needs.
- Reporting regularly to governors on the impact and effectiveness of the school's behaviour provision.

Teaching Staff

Teachers play a vital role in modelling and nurturing positive behaviour. They are responsible for:

- Creating classrooms where children feel safe, respected, challenged and supported.
- Explicitly teaching and modelling the behaviours outlined in the CALM School Code: speaking nicely, listening carefully, acting kindly and moving calmly.
- Teaching and modelling the behaviours, attitudes and relationships we expect to see throughout our school community.
- Establishing clear routines and high expectations which support effective learning.
- Planning inclusive learning opportunities that enable all pupils to succeed.
- Building positive relationships with pupils and families.
- Identifying and responding to emerging behavioural, emotional or wellbeing needs at the earliest opportunity.
- Working in partnership with parents, the SENDCo and other professionals to support children experiencing difficulties.
- Applying this policy consistently, fairly and compassionately.
- Taking appropriate and proportionate action when behaviour falls below expected standards.

All Staff, Support Staff and Volunteers

All adults at St Bart's are role models for our children and are responsible for:

- Upholding the school's Christian vision and values.
- Applying this policy consistently, fairly and respectfully.

- Modelling and reinforcing the CALM School Code in their daily interactions with pupils and colleagues.
- Promoting a culture of kindness, respect, forgiveness and responsibility.
- Supporting children to make positive choices and learn from mistakes.
- Being alert to signs that behaviour may indicate an underlying safeguarding, wellbeing or additional need.
- Recording significant behaviour incidents on CPOMS in accordance with school procedures.
- Sharing concerns promptly with relevant staff, including the Headteacher, SENDCo or safeguarding team where appropriate.
- Maintaining high expectations for all pupils whilst recognising that some children may require additional support or reasonable adjustments.
- Contributing to a school environment where every child feels known, valued and able to thrive.

Pupils

At Great Harwood St Bartholomew's Parish CE VA Primary School, we encourage all pupils to take pride in their behaviour and to play an active role in creating a positive, caring and respectful school community. Guided by our vision pupils are expected to follow our CALM School Code and are encouraged to:

- Take responsibility for their behaviour and the choices they make both in school and when representing the school in the wider community.
- Treat others with kindness, respect and consideration.
- Contribute to a safe, calm and purposeful learning environment.
- Demonstrate positive attitudes towards learning and relationships.
- Speak to a trusted adult if they are worried about their own behaviour, the behaviour of others, or anything that makes them feel unsafe.
- Learn from mistakes and work positively to repair relationships when difficulties arise.

Parents and Carers

At St Bart's, we value the strong partnership between home and school and recognise that children thrive when adults work together with shared expectations and mutual respect. Parents and carers are expected to:

- Support and reinforce the school's Christian values and CALM School Code.
- Encourage their child to take responsibility for their actions and make positive choices.
- Work alongside school staff to promote positive behaviour and wellbeing.
- Inform the school of any changes in circumstances that may affect their child's welfare, learning or behaviour.
- Support agreed strategies and interventions designed to help their child flourish.
- Promote positive attitudes towards school, learning and relationships.
- Model the respectful behaviour, language and attitudes that we seek to develop in our children.

CALM School Code

At Great Harwood St Bartholomew's Parish CE VA Primary School, we believe that positive behaviour is built through clear expectations, strong relationships and consistent routines. The CALM School Code provides a simple and shared framework for behaviour across the whole school community and reflects our vision to *"Follow Jesus in all we do."*

The CALM School Code applies to **all pupils, staff, governors, volunteers, parents, carers and visitors** whilst on the school site or representing the school. Everyone has a responsibility to contribute to a calm, respectful and welcoming environment where all members of our community feel safe, valued and able to flourish.

CALM School Code

Speak Nicely
We use kind, respectful and encouraging language at all times.

Listen Carefully
We listen to and respect the views, instructions and contributions of others.

Act Kindly
We demonstrate our Christian values through our actions, choices and relationships.

Move Calmly
We move safely, sensibly and respectfully around the school environment.

At St Bart's, we believe that calm communication supports positive relationships. Adults model the standards we expect from pupils and use respectful, professional language at all times. Shouting at pupils is not an effective behaviour strategy and does not reflect the culture we seek to create. Instead, staff use calm, consistent and restorative approaches that help pupils feel safe, understood and supported to make positive choices.

The CALM School Code is explicitly taught, regularly revisited and consistently reinforced through collective worship, PSHE, classroom learning, wider school experiences and everyday interactions.

Promoting Positive Behaviour

We place a strong emphasis on recognising and celebrating positive behaviour. Pupils are encouraged to demonstrate the CALM School Code in all aspects of school life and are regularly praised when they do so.

Positive behaviour may be recognised through:

- Verbal praise and encouragement.
- Positive feedback to parents and carers.
- Golden Tickets.
- Celebration Assembly awards.

- Star of the Week certificates.
- Headteacher recognition.
- Positions of responsibility and leadership opportunities.
- Whole-class rewards and celebrations.

Staff aim to recognise effort, perseverance, kindness, responsibility and improvement as well as achievement. By celebrating positive choices, we help pupils develop confidence, self-discipline and pride in their behaviour.

At St Bart's, All pupils begin each day on **Green**, ready to make positive choices and demonstrate the CALM School Code. This also reinforces our belief that every child deserves a fresh start each day.

When pupils consistently demonstrate positive attitudes, effort and behaviour, they may move to **Silver** and **Gold**, where their achievements are recognised and celebrated through the school's reward systems.

Where behaviour falls below expectations:

1. Pupils will receive a reminder of the expected behaviour and support to make a positive choice.
2. Staff will use calm and restorative language to help pupils reflect and re-engage.
3. Continued difficulties may result in a move to Amber, indicating that reflection and support are required.
4. More serious or repeated behaviour concerns may result in a move to Red and involvement from a Key Stage Leader, Senior Leader or other appropriate member of staff.

Any period of reflection will focus on:

- Understanding the impact of behaviour.
- Repairing relationships where appropriate.
- Identifying strategies for future success.
- Supporting pupils to return positively to learning.

Where significant incidents occur, they will be recorded in line with school procedures and parents or carers will be informed where appropriate.
We recognise that behaviour improvement is a journey. Pupils who make positive changes and demonstrate improved choices will be acknowledged, encouraged and supported to move forward successfully.

Creating a Positive Culture

To promote positive behaviour and wellbeing, the school will:

- Maintain clear routines and high expectations throughout school life.
- Explicitly teach expected behaviours and social skills.
- Build strong relationships between pupils, staff and families.
- Promote emotional wellbeing, resilience and self-regulation.
- Recognise and celebrate positive behaviour and effort.

- Provide early intervention and support where concerns arise.
- Make reasonable adjustments for pupils with SEND or additional needs.
- Use restorative approaches to support reflection, accountability and repair.

Through the consistent application of the CALM School Code, we aim to create a school culture where everyone feels respected, supported and able to flourish, enabling all members of our community to let their light shine.

Definitions

At Great Harwood St Bartholomew's Parish CE VA Primary School , we recognise that behaviour is a form of communication. We are committed to responding to behaviour with fairness, consistency and compassion, whilst maintaining high expectations for all pupils. We also recognise that some behaviours may be linked to additional needs, social, emotional and mental health difficulties, trauma or other vulnerabilities and these will be considered when determining an appropriate response.

Serious Unacceptable Behaviour

For the purposes of this policy, serious unacceptable behaviour is defined as behaviour that causes or has the potential to cause harm to oneself or others, significantly disrupts learning, damages relationships within the school community, brings the school into disrepute or involves behaviour that is illegal, discriminatory or unsafe.

This may include, but is not limited to:

- Bullying, including repeated, intentional behaviour which causes physical or emotional harm.
- Cyberbullying, including the use of technology, social media, messaging platforms, gaming platforms or artificial intelligence (AI) to intimidate, threaten, humiliate or harm others.
- Discriminatory behaviour, including prejudice-based incidents related to race, religion or belief, disability, sex, gender reassignment or sexual orientation.
- Child on child abuse
- Sexual harassment, sexual violence or harmful sexualised behaviour.
- Harassment or victimisation towards others.
- Verbal abuse, including swearing directed towards others, threatening language, racist language, homophobic language or other discriminatory remarks.
- Physical aggression, fighting, violence or behaviour intended to cause harm.
- Damage to property, vandalism or deliberate destruction of school resources.
- Theft or deliberate dishonesty.
- Possession, use or distribution of prohibited items.
- Possession, use or distribution of tobacco, vapes, alcohol, illegal drugs or substances resembling drugs.
- Refusal to comply with reasonable instructions where safety or learning is compromised.
- Leaving the classroom, school site or adult supervision without permission.
- Persistent disruptive behaviour despite support and intervention.
- Behaviour that places the safety or wellbeing of pupils, staff or visitors at risk.
- Behaviour that significantly disrupts learning or prevents others from learning.

- Any behaviour that requires immediate intervention from a member of staff to ensure safety.
- Malicious allegations against pupils or staff.
- Online behaviour, either in or out of school, that causes harm to others or affects the safety, wellbeing or reputation of members of the school community.
- online hate incidents
- sexually harmful behaviour

Where appropriate, serious incidents may also be treated as safeguarding concerns and managed in line with the school's Safeguarding and Child Protection Policy.

Low-Level Unacceptable Behaviour

For the purposes of this policy, low-level unacceptable behaviour refers to behaviour that disrupts learning, prevents individuals from meeting the expectations of the CALM School Code or impacts the positive culture of the school.

This may include, but is not limited to:

- Calling out or talking when others are speaking.
- Not following instructions the first time they are given.
- Low-level disruption to learning.
- Lack of focus or engagement in learning activities.
- Failure to complete classwork or learning tasks.
- Arriving late to school or lessons.
- Forgetting equipment or failing to bring required resources.
- Incomplete or missing homework.
- Running indoors or moving around school in an unsafe manner.
- Rudeness, unkind comments or poor manners.
- Misuse of school equipment or resources.
- Graffiti or minor damage to property.
- Use of mobile phones, smart devices or other personal technology within school and without permission.
- Disruption whilst travelling to or from school, including on school transport.
- Behaviour that does not reflect the expectations of Speak Nicely, Listen Carefully, Act Kindly and Move Calmly.

Low-level unacceptable behaviour will be addressed promptly through consistent reminders, restorative conversations, encouragement and appropriate consequences. Our aim is always to help children learn from mistakes, repair relationships and make positive choices.

Where low-level behaviours become persistent, deliberate or escalate in severity, they may be treated as serious unacceptable behaviour and will be addressed accordingly.

At St Bart's, we believe that children learn best when expectations are clear, relationships are strong and behaviour is viewed as an opportunity for growth. Through our Christian values and our CALM School Code, we seek to help every child develop the self-discipline, kindness and responsibility needed to ensure they flourish.

Behaviour Culture and Early Intervention

At Great Harwood St Bartholomew's Parish CE VA Primary School, we believe that positive behaviour is built through strong relationships, clear expectations, consistency and compassion. Our approach is rooted in our Christian vision to "Follow Jesus in all we do" and is underpinned by our CALM School Code.

We recognise that behaviour is a form of communication and that all children benefit from being part of a calm, safe and nurturing environment where they feel valued, respected and supported to succeed. Positive behaviour is taught, modelled and reinforced by all adults across the school community.

Relationships

Positive relationships are at the heart of our behaviour culture. We believe that children are most likely to thrive when they feel known, valued and respected. Staff work hard to build trusting relationships with pupils and families, creating an environment where children feel safe, secure and ready to learn.

All adults in school are expected to model the behaviours and values we seek to develop in our pupils. Through consistency, kindness and high expectations, staff help pupils to develop self-discipline, resilience and responsibility. When difficulties arise, relationships remain central to the school's response, ensuring that pupils are supported whilst being held accountable for their actions.

Teaching Expected Behaviour

At St Bart's, behaviour is taught in the same way as any other aspect of learning. Pupils are explicitly taught the behaviours, routines and expectations that enable them to be successful members of our school community.

The CALM School Code provides a consistent framework for behaviour across the school.

These expectations are taught and reinforced through daily classroom practice, collective worship, PSHE, RSHE, pupil leadership opportunities and wider school life.

Staff use clear and consistent language when discussing behaviour and regularly recognise and celebrate pupils who demonstrate positive choices, effort, kindness and respect for others.

Early Intervention

The school is committed to identifying concerns at the earliest possible stage and providing support before difficulties escalate. Staff remain alert to changes in behaviour that may indicate a pupil requires additional support or intervention.

Where concerns arise, staff will seek to understand the reasons behind the behaviour and work with pupils and families to identify appropriate support. Early intervention may include:

- Discussions with pupils and parents or carers.
- Pastoral support and mentoring.
- Friendship groups and social skills support.
- Emotional wellbeing interventions.
- Home-school communication systems.
- Behaviour support plans.
- Support from the SENDCo, Senior Mental Health Lead (SMHL) or safeguarding team.
- Early Help assessments.
- Involvement of external agencies where appropriate.

The school recognises that consequences alone do not always lead to sustained behaviour change and therefore seeks to combine appropriate consequences with supportive interventions.

Supporting Pupils with SEND

The school recognises its duties under the Equality Act 2010, the SEND Code of Practice and current behaviour guidance. Behaviour will always be considered within the context of a pupil's individual circumstances, needs and stage of development.

Where a pupil has Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, communication difficulties, medical needs or has experienced trauma or adverse childhood experiences, these factors will be considered when determining support and any behaviour response.

The school will use a graduated approach of:

Assess → Plan → Do → Review

to ensure that support is appropriate, targeted and effective.

Reasonable adjustments may include:

- Adapted routines and transitions.
- Planned movement breaks.
- Visual timetables and communication aids.
- Adaptations to the learning environment.
- Individual pastoral or behaviour support plans.
- Access to nurture provision or emotional wellbeing support.
- Specialist advice and external agency involvement.

Whilst expectations remain high for all pupils, support will be personalised where necessary to enable every child to succeed.

De-escalation

Where pupils become distressed, upset or dysregulated, staff will use de-escalation strategies to reduce anxiety, maintain safety and support emotional regulation.

Staff will:

- Remain calm and professional.
- Use a calm and measured tone of voice.
- Give clear, concise instructions.
- Use positive language linked to the CALM School Code.
- Allow processing time where appropriate.
- Avoid confrontation or escalation.
- Maintain appropriate personal space.
- Offer reassurance and appropriate choices.
- Focus on restoring calm before addressing behaviour.
- Support pupils to reflect once they are emotionally ready.

Where behaviour incidents occur, the school will seek to restore relationships, promote understanding and help pupils learn from their experiences. Our aim is always to support children in developing the self-regulation, resilience and positive behaviours needed to flourish as members of our school community.

Through strong relationships, early intervention and high expectations, we seek to ensure that every child is supported to achieve their God-given potential and let their light shine.

Graduated Behaviour Response

At Great Harwood St Bartholomew's Parish CE VA Primary School, we believe that behaviour is best supported through positive relationships, clear expectations and consistency. Our aim is to help every child develop self-discipline, responsibility and respect for others so that they can flourish within our school community.

The CALM School Code provides a shared framework for behaviour across the school. When behaviour falls below our expectations, staff will respond promptly, calmly and consistently, helping pupils to understand the impact of their actions, repair relationships where appropriate and make positive choices moving forward.

We recognise that behaviour can sometimes be influenced by additional factors, including SEND, social, emotional and mental health needs, safeguarding concerns, family circumstances, trauma or adverse childhood experiences. Staff will always seek to understand the reasons behind behaviour and provide appropriate support alongside any consequences.

All staff have a responsibility to identify and report concerns where behaviour may indicate that a pupil requires additional support, intervention or protection. Where appropriate, concerns will be shared with the safeguarding team and recorded in accordance with school procedures.

Where behaviour concerns persist, support may include:

- Restorative conversations and opportunities to repair relationships.
- Additional support from class teachers, teaching assistants or pastoral staff.
- Discussions and partnership working with parents and carers.
- Individual behaviour support plans.

- Emotional wellbeing support and mentoring.
- Referral to the SENDCo, Senior Mental Health Lead (SMHL) or safeguarding team.
- Involvement of external agencies where appropriate.

All responses to behaviour will be fair, reasonable and proportionate, taking account of the individual needs, age and circumstances of the child.

At St Bart's, we view mistakes as opportunities for learning. Through high expectations, clear boundaries and compassionate support, we help pupils develop the skills, resilience and character needed to make positive choices and contribute positively to school life

Level 1: Class Teacher Intervention

At St Bart's, every child begins each day on **Green**, reflecting our belief that every child deserves a fresh start and the opportunity to make positive choices.

Children who consistently demonstrate positive behaviour, effort, kindness, resilience and commitment to learning may move up the behaviour chart to **Silver** and **Gold**, where their achievements are recognised and celebrated through the school's reward systems.

Where behaviour falls below expectations, the class teacher will respond calmly and consistently by:

- Giving a reminder of the expected behaviour.
- Reinforcing the relevant aspect of the CALM School Code.
- Providing support and guidance to help the pupil make a positive choice.

Where a pupil responds positively, no further action is required and learning continues. If the behaviour continues, the pupil's name will move to **Amber**. This provides an opportunity for reflection and a restorative conversation with the class teacher, focusing on understanding the impact of their behaviour and identifying ways to make better choices.

If the behaviour continues despite support and intervention, or if a more serious incident occurs, the pupil's name will move to **Red**. At this stage, the pupil will spend reflection time with the Key Stage Leader or designated member of staff and parents may be informed where appropriate.

Children who demonstrate improved behaviour and make positive choices will be recognised and encouraged. Pupils may move back to **Green** when they show they are ready to re-engage positively with learning.

Following the completion of reflection time and restorative conversations, pupils return to Green, ready for a fresh start and with the opportunity to demonstrate positive choices moving forward.

The purpose of the system is to support pupils in developing self-regulation, responsibility and positive behaviour through guidance, reflection and encouragement rather than punishment alone.

Level 2: Key Stage Leader Support

Where a pupil continues to find it difficult to meet the expectations set out in the CALM School Code and classroom interventions have not resulted in sustained improvement, the following actions may be implemented:

1. The pupil will be referred to the Key Stage Leader, who will initiate a monitoring and support period, typically lasting two weeks.
2. Parents or carers will be informed and invited to meet with school staff to discuss concerns, identify any underlying factors and agree next steps.
3. Additional support may be implemented, where appropriate, such as pastoral support, friendship groups, social skills interventions, emotional wellbeing support or targeted transition support.
4. Regular review meetings will be held with the pupil and appropriate staff to monitor progress and provide encouragement and guidance.
5. At the end of the monitoring period, progress will be reviewed with the pupil and parents. Where sufficient improvement has been demonstrated, the pupil will return to universal behaviour support arrangements.

Level 3: Senior Management Team Support

Where concerns continue despite Key Stage Leader intervention, further support from the Senior Leadership Team (SMT) may be required.

1. A meeting will be arranged involving the pupil, parents, class teacher and a member of the Senior Management Team.
2. Individual behaviour targets and support strategies will be agreed and reviewed regularly.
3. Appropriate consequences may be implemented, including a temporary restriction of certain privileges, where this is considered reasonable and proportionate.
4. A personalised support plan may be developed to identify barriers to success and outline strategies, interventions and responsibilities.
5. Regular review meetings with parents and school leaders will be held to evaluate progress and adjust support where necessary.

Level 4: Headteacher Involvement

For pupils whose behaviour continues to cause significant concern despite previous interventions, or where behaviour presents a serious risk to safety, wellbeing or learning, the Headteacher will become directly involved.

1. A formal meeting will be held with parents, the pupil and senior leaders to review concerns and support strategies already implemented.
2. Consideration will be given to whether further assessment or support is required, including involvement from external agencies such as educational Early Help,

psychology services, behaviour support services, health professionals or other specialist agencies.
3. A risk assessment and individual support plan may be completed where appropriate.
4. In accordance with statutory guidance, a **suspension** may be considered where the behaviour is sufficiently serious and where other appropriate strategies have been exhausted or where immediate action is required to maintain the safety and wellbeing of pupils and staff.
5. Following any suspension, a reintegration meeting will be held with parents and the pupil to support a successful return to school and reduce the likelihood of repeated incidents.
6. Permanent exclusion will only be considered as a last resort, in line with the school's Suspension and Exclusion Policy and the Department for Education's statutory guidance, after all reasonable strategies and support mechanisms have been explored.

Serious Behaviour Incidents

Where a pupil's behaviour causes significant disruption, presents a safeguarding concern, or is sufficiently serious to warrant immediate action, the following procedures will apply:

- A member of the Senior Leadership Team will investigate the incident and determine the appropriate response.
- The incident, actions taken and outcomes will be recorded in line with school procedures.
- Where necessary, a pupil may be directed to work in another area or be temporarily removed from a classroom to restore calm, maintain safety and protect learning.
- Parents or carers will be informed as soon as reasonably practicable and invited to discuss the incident where appropriate.
- Support and restorative measures will be considered alongside any consequences.

Additional Support Following Repeated Behaviour Concerns

Where behaviour challenges continue over time, the school will seek to understand and address any underlying needs.

- An assessment may be undertaken to identify any unmet needs, including SEND, communication difficulties, SEMH needs, safeguarding concerns or other factors that may be contributing to the behaviour.
- Where SEND needs are identified, support will be implemented in accordance with the school's SEND Policy and graduated approach.
- Additional pastoral, mental health or behavioural support may be put in place where required.
- Individual Behaviour Support Plans, Risk Assessments or Pastoral Support Plans may be developed and reviewed regularly with parents and external professionals where appropriate.

Suspension and Permanent Exclusion

The school recognises that suspension and permanent exclusion are serious measures and will only be used when necessary, lawful, reasonable and proportionate.

The Headteacher may consider suspension where:

- Behaviour seriously breaches the school's behaviour policy.
- Allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.

Permanent exclusion will only be considered in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others and where all appropriate support and interventions have been considered.

The school will follow current statutory guidance on suspension and permanent exclusion and will work closely with families throughout the process.

Principles of Fairness and Equality

Any disciplinary response undertaken by the school will:

- Be carried out by a member of staff authorised to do so.
- Be reasonable, proportionate and consistent.
- Take account of the individual circumstances of the pupil.
- Consider the pupil's age, developmental stage, special educational needs and disabilities, social, emotional and mental health needs, safeguarding needs, protected characteristics and any other relevant factors.
- Comply with the Equality Act 2010 and all relevant legislation and statutory guidance.

Through strong relationships, restorative approaches, high expectations and our commitment to the CALM School Code, we aim to help every child learn from mistakes, develop resilience and flourish within our St Bart's family.

Level 1 – Traffic Light System – For Teaching Staff

All children start the day on **Green** (expected behaviour)

1. Reiterate instructions, reinforce expected behaviour

2. Verbal Warning issued informing the pupil of the unacceptable behaviour.

3. Move to **Amber** miss break / part of break with class teacher

(Reiterate instructions, reinforce expected behaviour)

Children have the opportunity to move back to **Green** if behaviour improves.

4. Verbal Warning issued informing the pupil of the unacceptable behaviour

5. Move to **Red**

Once investigated, add the incident to CPOMs at the next appropriate opportunity. Alert appropriate people.

Miss break with **KS Leader or Senior Leader**

Class Teacher to discuss behaviour with parents and letter sent home.

Emergency or Significant Incident

There are occasions then this procedure should not be followed in this order. This is when a significant event has occurred. A member of SLT should be informed of the incident immediately by notifying them through an appropriate method. Pupils should not be taken out of the classroom unplanned.

- Further recognition of effort and attitude
- Recognition of effort
- Display of Christian values above expectations
- Golden tickets awarded

- Recognition of effort
- Display of Christian values
- Additional support to others
- Kindness shown
- Recognition for consistent appropriate behaviour

- School Values
- Manners
- Respecting Equipment and Property
- Travelling safely around school
- Taking responsibility for own actions
- Being a good friend

If behaviour persists …

- Behaviour that disrupts learning
- Speaking at inappropriate times
- Not following classroom rules or routines
- Not following instructions
- Not applying effort in work
- Lack of respect for property and school equipment
- Saying unkind things

If behaviour persists …

- Consistant low level behaviour
- Deliberate damaging of property and equipment
- Deliberate acts of swearing
- Threats (verbal and physical)
- Deliberate defiance of instructions

Positive Recognition and Rewards

Praise and Rewards

At Great Harwood St Bartholomew's Parish CE VA Primary School , we believe that recognising and celebrating positive behaviour is fundamental to creating a culture where children feel valued, successful and motivated to do their best. Positive reinforcement helps pupils develop confidence, self-discipline and pride in their achievements, whilst encouraging them to live out our Christian values and follow our CALM School Code. We seek to notice and celebrate children who consistently do this.

Praise is used intentionally and consistently across the school to reinforce positive choices, acknowledge effort and encourage pupils to make a positive contribution to our school community.

When giving praise, staff will ensure that it is:

- Specific and linked to the behaviour, effort or achievement being recognised.
- Given as close to the positive behaviour as possible.
- Meaningful and sincere.
- Focused on effort, perseverance, improvement and positive attitudes towards learning.
- Used to encourage independence, resilience and responsibility.
- Appropriate to the age and needs of the pupil.
- Delivered in a variety of ways to maintain its impact and effectiveness.

Staff will foster a culture where pupils are encouraged to recognise and celebrate the achievements, kindness and successes of others. By promoting positive relationships and mutual encouragement, we help children develop empathy, respect and a sense of belonging.

Rewards and Recognition

We recognise that positive behaviour is most likely to be repeated when it is acknowledged and reinforced consistently. Rewards are therefore used to celebrate positive choices, effort, achievement and the demonstration of our school values.

Effective rewards are:

- Timely and closely linked to the behaviour being recognised.
- Consistent across the school.
- Fair and inclusive.
- Achievable for all pupils.
- Focused on effort, improvement and positive contribution, rather than solely on outcomes.

Rewards may include:

- Verbal praise.
- Positive messages to parents and carers.
- Recognition within the classroom.

- Celebration in collective worship or assemblies.
- Certificates and awards.
- Positions of responsibility and leadership opportunities.
- Special activities, experiences or privileges.
- Golden Tickets and other whole-school reward systems.
- Recognition in newsletters and school communications.

Star of the Week

Each week, teachers recognise pupils during the school's Celebration Assembly. Awards typically include:

- Recognition for demonstrating the school's value of the week.
- Recognition for outstanding effort, progress or achievement in learning.

Certificates are shared with families and celebrated across the school community. Where appropriate, achievements may also be recognised through newsletters and other school communications.

Senior Leadership Team Recognition

Children demonstrating exceptional effort, achievement, citizenship or behaviour may be recognised by members of the Senior Leadership Team.

Examples may include:

- Headteacher recognition.
- Golden Tickets.
- Postcards home.
- Special certificates or awards.
- Celebration with parents and carers.

These opportunities help to reinforce the importance of positive choices, perseverance and living out the values of our school.

Playtime and Lunchtime Rewards

Positive behaviour demonstrated during breaktimes and lunchtimes is regularly recognised and celebrated.

Golden Tickets and other rewards may be awarded to pupils who consistently demonstrate:

- Kindness and inclusion.
- Respect for others.
- Positive play behaviours.
- Good sportsmanship.
- Excellent self-management.
- Commitment to the CALM School Code.

Attendance Recognition

Good attendance, punctuality and engagement with learning support pupils to thrive academically and socially. The school recognises that some pupils may face barriers to attendance and will ensure any attendance recognition is fair, inclusive and supportive. Attendance is celebrated regularly and pupils are encouraged to attend school consistently so that they can make the most of every learning opportunity.

Attendance recognition may include:

- Weekly class attendance celebrations.
- Attendance trophies and displays.
- Additional play opportunities.
- Certificates and recognition within assemblies.

At St Bart's, we believe that positive behaviour flourishes when children feel encouraged, valued and successful. Through praise, recognition and celebration, we seek to build a school culture where every child is inspired to make positive choices, demonstrate our Christian values and let their light shine. "Let your light shine before others" (Matthew 5:16).

Child-on-Child Abuse

At Great Harwood St Bartholomew's Parish CE VA Primary School, we are committed to providing a safe, nurturing and inclusive environment where every child is valued, respected and protected from harm. In line with Keeping Children Safe in Education (KCSIE) 2026, we recognise that children can abuse other children and that child-on-child abuse can happen both inside and outside of school, online and offline.

We maintain a culture where all concerns are taken seriously and where pupils are encouraged to speak to a trusted adult if they are worried about themselves or others. Child-on-child abuse will never be dismissed as banter, teasing, growing up, part of friendship groups or "just having a laugh".

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying and prejudice-based bullying.
- Physical abuse, including hitting, kicking, shaking, biting or other forms of violence.
- Emotional abuse.
- Sexual violence.
- Sexual harassment.
- Harmful sexualised behaviour.
- Upskirting or other forms of image-based abuse.
- Abuse within intimate personal relationships between children.
- Initiation or hazing-type behaviours.
- Online abuse, including the sharing of inappropriate, harmful or indecent content, including content generated using artificial intelligence (AI).
- Causing someone to engage in sexual activity without consent.
- Exploitation, coercion, threats, intimidation or humiliation.

All incidents of child-on-child abuse will be treated as a safeguarding concern and will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Responding to Child-on-Child Abuse

When concerns or allegations of child-on-child abuse are reported, the school will act promptly to ensure that all children involved are safe and appropriately supported.

The Designated Safeguarding Lead (DSL), or a Deputy DSL, will investigate concerns and determine the most appropriate course of action. This may include:

- Speaking with the children involved.
- Gathering information from staff and witnesses.
- Liaising with parents and carers.
- Completing risk assessments where necessary.
- Implementing safeguarding and support plans.
- Seeking advice from external agencies.
- Referring concerns to Children's Social Care, the Police or other relevant agencies where required.

The school recognises that, in many cases, the child displaying harmful behaviour may also have experienced trauma, abuse, neglect, exploitation or other adverse experiences themselves. Whilst the behaviour will never be excused, we acknowledge that both the child who has experienced harm and the child who has displayed harmful behaviour may require support, safeguarding and intervention.

The wishes, feelings and voices of all children involved will be considered when determining support, intervention and next steps.

Appropriate support will therefore be considered for all children involved. This may include:

- Pastoral support and mentoring.
- Restorative work where appropriate and safe to do so.
- Emotional wellbeing support.
- Support from the SENDCo, Senior Mental Health Lead or safeguarding team.
- Risk assessments and safety planning.
- Referral to external support services and agencies.
- Targeted work through the curriculum, PSHE, Relationship Education and online safety education.

Behavioural Consequences

Where child-on-child abuse constitutes a breach of the school's behaviour expectations, sanctions may be applied in accordance with this Behaviour Policy. Any consequences imposed will be fair, reasonable and proportionate to the age, understanding and individual circumstances of the child.

Responses may include:

- Restorative conversations.
- Reflection and restorative time.
- Behaviour support plans.
- Removal from class where appropriate.
- Restriction of privileges.
- Internal suspension arrangements.
- Suspension.
- Permanent exclusion in the most serious cases and in line with statutory guidance.

The school will carefully consider any safeguarding, SEND, SEMH, vulnerability or disability-related factors when determining an appropriate response.

Prevention

At St Bart's, we believe that prevention is key. Through our Christian vision to "Follow Jesus in all we do", our CALM School Code and our curriculum, we actively promote respectful relationships, kindness, inclusion and personal responsibility.

Through PSHE, Relationship Education, collective worship, online safety education and our wider curriculum, pupils learn about healthy relationships, consent, respect, equality, boundaries, reporting concerns and how to keep themselves and others safe. We are committed to ensuring that every child feels heard, supported and protected, and that all concerns relating to child-on-child abuse are dealt with swiftly, consistently and compassionately. By working closely with families and external agencies, we seek to safeguard all children and help them develop the understanding, character and respect needed to flourish within our school community.

Physical Intervention and Restrictive Interventions

At Great Harwood St Bartholomew's Parish CE VA Primary School, our priority is always to maintain a safe, calm and supportive environment where all pupils can learn and flourish. We are committed to using positive behaviour strategies, de-escalation techniques and early intervention to prevent situations from escalating wherever possible.

In line with current Department for Education guidance on Restrictive Interventions, including the Use of Reasonable Force in Schools, staff may use reasonable force when it is necessary, proportionate and lawful to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Causing serious damage to property.
- Seriously disrupting good order and discipline within the school.
- Creating a risk to the safety, wellbeing or learning of others.

Reasonable force and other restrictive interventions will only ever be used when it is absolutely necessary and when alternative strategies have been unsuccessful, are inappropriate in the circumstances, or where immediate action is required to maintain safety.

Staff will use the minimum level of intervention required for the shortest possible time and will take account of the pupil's age, understanding, individual circumstances and any known vulnerabilities.

Wherever possible, staff will seek to:

- Use preventative and de-escalation strategies before considering physical intervention.
- Ensure another member of staff is present where reasonably practicable.
- Preserve the dignity, safety and wellbeing of all those involved.
- Reduce the need for restrictive interventions through proactive support and planning.

Following any significant incident involving the use of reasonable force or a restrictive intervention:

- Appropriate support will be provided to the pupil and staff involved.
- Parents or carers will be informed as soon as reasonably practicable.
- The incident will be recorded and reported in accordance with statutory guidance and school procedures.
- The incident will be reviewed to identify any lessons learned and any additional support required to reduce the likelihood of future incidents.

The use of reasonable force does not automatically result in a suspension. However, where a pupil's behaviour represents a serious breach of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others, the Headteacher may consider a suspension in line with the school's Suspension and Exclusion Policy and current statutory guidance. Any such decision will be made on an individual basis, taking account of all relevant circumstances.

Any violent, threatening or highly dangerous behaviour will always be taken seriously and may result in significant consequences, including suspension, where this is considered necessary, lawful, reasonable and proportionate.

When responding to incidents involving pupils with Special Educational Needs and Disabilities (SEND), medical needs or Social, Emotional and Mental Health (SEMH) needs, staff will carefully consider the individual needs and vulnerabilities of the pupil. The school will make reasonable adjustments where appropriate and ensure that behaviour is considered within the context of the pupil's needs, whilst maintaining the safety and wellbeing of the wider school community.

At St Bart's, we believe that the most effective behaviour support comes through positive relationships, understanding and consistency. Restrictive interventions will therefore always remain a measure of last resort, used only when necessary to keep individuals safe and to restore calm. Through our Christian values and our CALM School Code of Speak Nicely, Listen Carefully, Act Kindly and Move Calmly, we seek to help every child learn to regulate their behaviour, make positive choices and flourish within our school community.

Removal from the Classroom

At Great Harwood St Bartholomew's Parish CE VA Primary School, we are committed to maintaining calm, safe and purposeful learning environments where all children can flourish. In line with current Department for Education guidance, there may be occasions when a pupil is directed to work outside of the classroom for a limited period in order to restore calm, maintain safety or prevent significant disruption to learning.

Removal from the classroom is a serious intervention and will only be used when it is reasonable, proportionate and necessary. It is not intended to be a punishment, but a supportive measure that allows learning to continue whilst helping a pupil regulate, reflect and successfully return to the classroom. The school will always seek to use preventative and de-escalation strategies before considering removal wherever possible.

A pupil who is removed from the classroom will be supervised by an appropriate member of staff and provided with a suitable environment that:

- Maintains the safety, dignity and wellbeing of the pupil.
- Allows the pupil to continue learning where appropriate.
- Provides opportunities for reflection and regulation.
- Meets any identified SEND, medical or wellbeing needs.
- Is appropriately staffed and supervised.

Removal may be used for the following reasons:

- To maintain the safety and wellbeing of pupils, staff or visitors.
- To restore calm following behaviour that has significantly disrupted learning.
- To prevent further escalation of behaviour.
- To enable learning to continue in a more appropriate environment.
- To provide a pupil with an opportunity to regulate their emotions and prepare for a successful return to learning.

The decision to remove a pupil from a classroom will be made by an authorised member of staff and will take account of the individual circumstances of the child, including any Special Educational Needs and Disabilities (SEND), social, emotional and mental health needs (SEMH), medical needs or safeguarding considerations.

The length of time a pupil spends away from the classroom will be proportionate to the circumstances and no longer than necessary. The school will regularly review the necessity of the removal and ensure that appropriate educational provision continues during this period.

Whilst removed from the classroom, pupils will:

- Remain supervised by an appropriate member of staff.
- Be provided with suitable learning activities where appropriate.
- Continue to have access to food, drink, toilets and any required medical support.
- Be treated with dignity, respect and fairness at all times.

Parents and carers will be informed where removal is significant, repeated or forms part of a wider behaviour support strategy.

Reintegration Following Removal

The school recognises that successful reintegration is an important part of behaviour support. Following a removal, staff will work with the pupil to ensure they are ready to return positively to learning and school routines.

Where appropriate, reintegration support may include:

- A restorative conversation with a trusted adult.
- Reflection on the incident and its impact on others.
- Reinforcement of the expectations within the CALM School Code.
- Identification of strategies to help prevent future difficulties.
- Support from pastoral staff, SENDCo, Senior Mental Health Lead or senior leaders.
- Meetings with parents and carers where appropriate.
- Multi-agency involvement where additional support is required.

The school will carefully consider whether further reasonable adjustments, additional support or intervention are needed to help the pupil succeed.

At St Bart's, we believe that every child should be supported to learn from mistakes, repair relationships and make positive choices. Through clear expectations, strong relationships and our commitment to Speak Nicely, Listen Carefully, Act Kindly and Move Calmly, we aim to help every child successfully return to learning and continue to flourish within our school community. "Let your light shine before others" (Matthew 5:16).

Reflection and Restorative Time

At Great Harwood St Bartholomew's Parish CE VA Primary School, we believe that consequences should help children learn from their mistakes, repair relationships and make positive choices in the future. In line with current behaviour guidance, staff may require a pupil to attend a supervised period of reflection or complete missed learning during the school day where this is a reasonable and proportionate response to behaviour that falls below expectations.

Any reflection time will be used to support pupils in understanding how their behaviour aligns with the school's expectations and the CALM School Code. Reflection time may be used for behaviours such as:

- Repeated disruption to learning.
- Refusal to follow reasonable instructions.
- Failure to complete work due to poor choices.
- Behaviour that impacts upon the learning or wellbeing of others.
- Behaviour that does not reflect the expectations of the CALM School Code.

All teaching staff and authorised members of staff may implement appropriate sanctions in accordance with this policy and the school's behaviour procedures.

Where reflection time takes place during lunchtime, pupils will always be provided with adequate time to eat, drink and use toilet facilities. Any restorative or reflection activity will take place separately from pupils' designated eating time.

Staff will ensure that any sanction:

- Is reasonable, proportionate and age-appropriate.
- Takes account of the pupil's individual circumstances.
- Considers any Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, medical needs or safeguarding considerations.
- Is applied fairly and consistently.
- Supports the pupil to reflect, learn and improve future behaviour.

Whenever appropriate, reflection time will be accompanied by restorative conversations that help pupils understand the impact of their actions, repair relationships and develop strategies to make more positive choices moving forward.

At St Bart's, our aim is not simply to sanction poor behaviour but to help children develop self-discipline, responsibility and respect for others. Through clear expectations, supportive relationships and consistent consequences, we seek to help every child grow in character and learn how to follow Jesus in all they do. "Let your light shine before others" (Matthew 5:16).

Smoking, Vaping, Alcohol and Controlled Substances

At Great Harwood St Bartholomew's Parish CE VA Primary School, we are committed to providing a safe, healthy and nurturing environment where all members of our school community can flourish.

In accordance with the school's Smoke-Free Policy and relevant legislation, the school operates a strict no-smoking and no-vaping policy. Smoking, vaping, the possession of vaping devices, nicotine products, tobacco products, alcohol, illegal drugs and other controlled substances are not permitted on the school site or during any school activity.

Pupils must not bring to school:

- Tobacco products.
- Cigarettes.
- Vapes or e-cigarettes.
- Nicotine products.
- Alcohol.
- Illegal drugs.
- Psychoactive substances, including so-called "legal highs".
- Any substance that may pose a risk to health, safety or wellbeing.

Any incident involving smoking, vaping, alcohol, drugs or controlled substances will be treated seriously and managed on a case-by-case basis. The school's response will take account of the age of the child, the circumstances of the incident, any safeguarding concerns and any vulnerabilities or additional needs that may be present.

Where appropriate, incidents may be managed as safeguarding concerns and referrals may be made to external agencies, including Children's Social Care, the Police, health services or other relevant professionals. Parents and carers will normally be informed and involved at the earliest opportunity.

As with all behaviour matters, our response will combine appropriate consequences with education, support and intervention to help pupils make safer and healthier choices in the future.

Prohibited Items, Searching Pupils and Confiscation

The school has a duty to safeguard pupils, staff and visitors and to maintain a calm, safe and orderly environment for learning. In line with current statutory guidance, authorised members of staff may search a pupil or their possessions where there are reasonable grounds to suspect that they may be carrying a prohibited item.

Searches will be conducted in accordance with the school's Safeguarding and Child Protection Policy and current DfE Searching, Screening and Confiscation guidance. They will always be conducted lawfully, sensitively and proportionately, taking account of the pupil's age, needs and individual circumstances. The dignity, welfare and rights of the pupil will be respected at all times.

Prohibited items include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products and cigarette papers.
- Vapes and e-cigarettes.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence.
    - To cause personal injury to any person.
    - To damage property.

In addition, the school identifies the following as prohibited items under its Behaviour Policy:

- Lighters or matches.
- Aerosols.
- Psychoactive substances or "legal highs".
- Energy drinks.
- Any item that may compromise safety, wellbeing or good order within the school.
- Mobile phones, smart devices or electronic devices used in breach of school rules.

Where authorised by the Headteacher, staff may search for prohibited items in accordance with statutory guidance. Reasonable force may only be used where this is

lawful, necessary and proportionate, in line with the school's Restrictive Interventions and Positive Handling procedures.

Any prohibited item found during a search may be confiscated. The school will determine the most appropriate course of action, which may include:

- Returning items to parents or carers.
- Secure disposal of the item.
- Referral to the Police or other agencies.
- Safeguarding investigation.
- Behavioural consequences in line with this policy.

Where appropriate, searches, confiscations and subsequent actions will be recorded in accordance with school procedures and parents will be informed.

At St Bart's, our primary aim is always to keep children safe. Through our Christian values and our CALM School Code of Speak Nicely, Listen Carefully, Act Kindly and Move Calmly, we seek to help pupils make responsible choices, understand the consequences of their actions and develop the character needed to flourish both in school and beyond.

Mobile Phones and Smart Technology

At Great Harwood St Bartholomew's Parish CE VA Primary School, we are committed to creating a calm, purposeful and distraction-free learning environment where pupils can focus on learning, relationships and personal development. In line with our vision to "Follow Jesus in all we do" and our CALM School Code, St Bart's is a mobile phone and smart technology free school. Our approach reflects current national guidance which encourages schools to remove unnecessary distractions and support positive behaviour, wellbeing and learning.

The expectations and procedures relating to mobile phones, smart watches and other internet-enabled devices including Smart watches, glasses and other devices capable of communication, messaging, recording images, audio or internet access are subject to the same restrictions. These are outlined fully within the school's Mobile Phone and Smart Technology Policy and should be read alongside this Behaviour Policy.

Pupils are not permitted to use mobile phones, smart watches or personal smart devices during the school day.

Recognising that some Year 6 pupils may walk to and from school independently, a mobile phone may be brought to school where parents consider this necessary for safety reasons. In these circumstances:

- The phone must be switched off before entering the school site.
- The phone must be handed directly to the school office upon arrival.
- The phone will be stored securely throughout the school day.
- The phone will be returned to the pupil at the end of the school day.
- The phone must not be accessed or used during the school day unless authorised by a member of staff.

Any pupil found using a mobile phone, smart watch or other personal device without permission may have the item confiscated in accordance with this policy and the school's Mobile Phone and Smart Technology Policy. Consequences may be applied where a pupil fails to follow these expectations.

Where a device is used in a way that compromises safeguarding, breaches privacy, facilitates cyberbullying, records or shares images without consent, accesses inappropriate content or causes disruption to learning, the incident will be dealt with as a serious behaviour and safeguarding matter and may involve parents, external agencies or the Police where appropriate.

The school cannot accept responsibility for the loss, theft or damage of mobile phones or other personal electronic devices brought onto the school site.
By maintaining a mobile phone free environment, we aim to help pupils engage fully in school life, develop positive relationships and focus on what matters most: Speaking Nicely, Listening Carefully, Acting Kindly and Moving Calmly so that every child can flourish and let their light shine.

Effective Classroom Management

Classrooms at Great Harwood St Bartholomew's Parish CE VA Primary School will be calm, purposeful and focused on learning. Clear expectations, consistent routines and positive relationships help pupils feel safe, successful and ready to learn.

Classroom Expectations

Pupils are expected to:

- Follow the CALM School Code at all times.
- Arrive ready to learn and engage fully in lessons.
- Listen carefully and follow instructions the first time they are given.
- Complete learning tasks to the best of their ability.
- Work cooperatively and respectfully with others.
- Respect classroom resources, equipment and displays.
- Contribute positively to a calm and productive learning environment.
- Report any concerns, bullying or unsafe behaviour to a trusted adult.

Classroom Routines

Teachers will:

- Teach and model classroom expectations.
- Establish clear and predictable routines.
- Use consistent language and behaviour strategies.
- Reinforce positive behaviour through praise and recognition.
- Apply consequences fairly and consistently where behaviour falls below expectations.
- Make reasonable adjustments to support pupils with SEND or additional needs.

Learning Environment

Teachers will organise classrooms to:

- Promote attention and engagement.
- Minimise distractions.
- Encourage positive relationships and collaboration.
- Enable effective behaviour monitoring.
- Meet the needs of all learners.

Lessons will be well planned, engaging and appropriately challenging so that all pupils can achieve success and develop positive attitudes towards learning.

Playground Expectations

At Great Harwood St Bartholomew's Parish CE VA Primary School, we want playtimes and lunchtimes to be enjoyable, active and positive experiences for all children. Playtimes provide valuable opportunities for pupils to develop friendships, practise social skills, be physically active and enjoy time with their peers in a safe and supportive environment.

Our playground expectations are based upon our CALM School Code and our Christian values of Love, Friendship, Service, Forgiveness, Justice and Courage. We expect all pupils to:

- Speak Nicely by using kind and respectful language.
- Listen Carefully to instructions from adults and playground leaders.
- Act Kindly towards everyone, including those who may be left out or feeling upset.
- Move Calmly and safely around the playground and outdoor areas.

We encourage children to play cooperatively, resolve disagreements respectfully and demonstrate good sportsmanship at all times.

Playground Boundaries

To ensure that playtimes remain safe and enjoyable for everyone, the following are not permitted:

- Play fighting or rough play of any kind.
- Games or behaviours that could lead to someone being hurt.
- Physical contact that makes others feel uncomfortable or unsafe.
- Behaviour that excludes, intimidates or upsets others.
- Bullying, harassment or discriminatory language.
- Unsafe use of playground equipment.
- Any behaviour that does not reflect the expectations of the CALM School Code.

As part of our commitment to safeguarding and promoting healthy relationships, pupils are also encouraged to maintain friendships that are appropriate to their age and stage of development. Staff will provide guidance and support where play, conversations or behaviours are not appropriate for a primary school setting.

Managing Playground Behaviour

Playground staff are trained to promote positive behaviour, support pupils in resolving disagreements and respond consistently to any concerns that arise.

Most playground incidents will be managed by the adults on duty using restorative approaches and the shared language of the CALM School Code. Pupils will be encouraged to reflect on their choices, repair relationships where appropriate and return to positive play

.

Pupils will only be referred to a senior member of staff where:

- They refuse to follow reasonable instructions from an adult.
- Their behaviour compromises the safety or wellbeing of themselves or others.
- The incident is serious in nature.
- Repeated behaviour concerns require further intervention.
- The behaviour constitutes a safeguarding concern.

Where incidents occur, staff will seek to address concerns promptly so that pupils return to class feeling settled, supported and ready to learn. Wherever possible, playground issues will be resolved at the time of the incident to minimise disruption to learning.

Pupil Voice and Playground Development

At St Bart's, we value pupil voice and encourage children to contribute ideas about how playtimes can be improved. Through School Council, Pupil Leadership Teams and regular discussions with pupils, we actively seek feedback on playground activities, equipment and opportunities for play.

By working together and following our CALM School Code, we create a playground environment where everyone feels safe, included, respected and able to flourish. We want every child to enjoy their playtime experiences and return to learning refreshed, happy and ready to let their light shine. "Let your light shine before others" (Matthew 5:16).

Behaviour Beyond the School Day

At Great Harwood St Bartholomew's Parish CE VA Primary School, we encourage all pupils to be positive ambassadors for our school and to demonstrate our Christian values and CALM School Code wherever they are. We believe that the standards of behaviour we promote in school should also be reflected when pupils are travelling to and from school, participating in community activities and representing St Bart's in the wider world.

In accordance with current statutory guidance, the school may apply sanctions and behaviour measures where a pupil's behaviour outside of school:

- Could negatively affect the reputation of the school.
- Poses a risk to the safety or wellbeing of another pupil, member of staff or member of the public.
- Involves bullying, discrimination, harassment or child-on-child abuse.

- Could have repercussions for the orderly running of the school.
- Occurs whilst the pupil is:
    - Taking part in any school-organised or school-related activity.
    - Travelling to or from school.
    - Wearing school uniform.
    - Otherwise identifiable as a pupil of Great Harwood St Bartholomew's Parish CE VA Primary School.

This also includes inappropriate online behaviour, including cyberbullying, misuse of social media, sharing harmful content, or behaviour that impacts upon members of the school community.

Any concerns relating to bullying, discrimination, child-on-child abuse or safeguarding matters occurring outside of school will be managed in accordance with the school's Safeguarding and Child Protection Policy, Child-on-Child Abuse procedures and Respect for All (Anti-Bullying) Policy.

Where behaviour outside school falls below expected standards, the school may apply reasonable and proportionate consequences in line with this Behaviour Policy. The school will always seek to work in partnership with parents and carers to support pupils in making positive choices and understanding the impact of their actions.

Complaints or concerns raised by members of the public regarding the behaviour of St Bart's pupils will be treated seriously and investigated appropriately. Where concerns are substantiated, the school will take suitable action and provide support where required.

At St Bart's, we want our pupils to demonstrate kindness, respect, responsibility and integrity wherever they go, embodying our vision to "Follow Jesus in all we do" and letting their light shine beyond the school gates.

Monitoring, Evaluation and Review

The school is committed to regularly reviewing the effectiveness of this Behaviour Policy to ensure it reflects current legislation, statutory guidance and the needs of our school community.

The Headteacher, Senior Leadership Team, SENDCo and Senior Mental Health Lead will monitor behaviour across the school through:

- Behaviour records and incident analysis.
- CPOMS reporting.
- Pupil voice.
- Parent and staff feedback.
- Attendance and exclusion data.
- Safeguarding information.
- Monitoring the effectiveness of interventions and support strategies.

Particular consideration will be given to the experiences of vulnerable groups, including pupils with SEND, social, emotional and mental health needs, safeguarding concerns or those who may be disproportionately affected by behaviour policies.

The policy will be formally reviewed at least annually by the Headteacher and Governing Board, or sooner if required by changes in legislation, statutory guidance or school circumstances.

Following review, any amendments will be communicated to staff, governors, pupils and parents as appropriate and the updated policy will be published on the school website.

Through ongoing reflection and evaluation, we will continue to ensure that our Behaviour Policy supports a culture of high expectations, inclusion, wellbeing and positive relationships, enabling every child to flourish and "let their light shine before others" (Matthew 5:16).

Behaviour Incident Form

Name of pupil		**Year group**	
Date		**Time**	
Location of observation		**Name of staff member**	
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

Name of pupil		**Year group**	
Name of key worker		**Date**	

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 strategies could we implement to help the pupil achieve their targets?
Additional comments

Behaviour Reflection Time Notification

All must be reproduced onto letter headed paper

First Reflection Time Letter

Dear Parent/Carer

Recently, your child, _____, has not been behaving as well in school as they could.

Reason: ……

……

……

It is important that your child understands the need to follow our Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class teacher name: ……..

Class teacher signature: ……..

Date: ……

Reflection Time Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: ……..

Parent/Carer name: ……

Parent/Carer signature: ……

Date: ……..

Second Reflection Time Letter

Dear Parent/Carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Pupil Code of Conduct.

Reason: ……

……

……

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely

Class teacher name: ……..

Class teacher signature: ……..

Date: ……..

Third Reflection Time Letter

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

Reason: ……

……

_____ would now benefit from a structured approach to help

improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Co-Ordinator and myself, to discuss how we can best support your child in improving their behaviour.

A meeting has been arranged for the following;

Date: ……

Time: ……

Location: At School

If you are unable to attend on the above date and time, please contact the school office to arrange an alternative.

Yours sincerely

Class teacher name: ……..

Class teacher signature: ……..

Date: ……..