St. Bartholomew's
Church of England Academy

Romans 12:4-5

Behaviour for Learning Policy

Adopted by the Leadership team	**September 2026**
Approved by full Governing Body	**September 2026**
Signed by Chair of Governors	**October 2026**
To be reviewed	**July 2027**

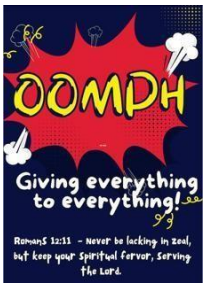
Vision

Our Christian Vision at St. Bartholomew's Church of England Academy is linked to Romans Chapter 12 verses 4 and 5 which says "For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others." This links with the MAT vision because they are encouraging everyone to work together to live life in all its fullness.



Romans 12:4-5

Christian Cultures



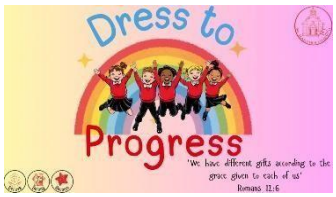












Aims and Principles

At St. Bartholomew's we aim to help our children, parents and carers and all members of the school community to believe, belong and become. We want our school community to flourish and to nurture a sense of understanding and compassion for all and build courage and strength to live by our Christian cultures. Our approach to behaviour is rooted in our Christian vision, inspired by Romans 12:4-5, which teaches that we are all valued members of one body, each with a unique role to play. We believe that every child is valued, belongs, and has gifts and strengths that can help both themselves and others flourish. Our responsibility as a school community is to support, encourage and guide one another so that each child can become the best version of themselves. This is reflected in our culture through the principles of *"tell the truth, even if your voice shakes"* and *"nothing you confess could make me love you less,"* ensuring that children feel safe to be honest, take responsibility for their actions and learn from their mistakes. Through relationships built on trust, belonging and mutual support, we help every child develop the confidence, character and wisdom they need to thrive as a valued member of our school community.

In response to child, parent and staff voice, we recognise the need for a consistent, clear and fair approach to behaviour, where expectations are understood and applied equally by all adults. Central to this is the understanding that applying consequences is not about punishment, but about teaching responsibility. Consequences help children understand cause and effect, guiding them to reflect on their choices and develop self-control, resilience and independence. They are a necessary part of helping children prepare for the



expectations and realities of life beyond school.

At St. Bartholomew's, consequences are understood as a form of guidance, not retaliation. Consequences will always be calm, consistent and empathetic, never driven by anger or an intention to degrade. Instead, they serve to help children understand the impact of their behaviour, take ownership of their actions and make better choices next time. In this way, consequences become an act of care—protecting children from developing harmful habits and supporting them to grow into respectful, responsible members of society.

Consequences support our vision of Believe, Belong, Become by helping children take responsibility for their actions, learn from mistakes and make better choices in the future. In doing so, they grow in character, strengthen their sense of belonging within the community, and develop the skills and values needed to become the best version of themselves. Consequences are combined with a restorative approach, ensuring children can repair relationships and move forward positively.

When surveying, parents and staff they made it clear that they expect a firm, consistent and uncompromising approach to behaviour. At the same time, they support a restorative approach, but only where it sits alongside firm consequences that ensure children take responsibility for their actions and understand the impact of their behaviour. Similarly, children stressed the need for clear consequences to deter repeat behaviour and felt strongly that children should be taught how to apologise.

Definitions

For clarity and consistency between all members of the academy community, the following definitions apply.

Behaviour is defined as:

- The way we act; the choices we make **Misbehaviour** is defined as:
- Actions or behaviour that do not meet the school's expectations and rules; disrupt learning; damage relationships or jeopardise the safety of others. This includes anything from low-level disruption to more serious behaviour.

Serious misbehaviour is defined as:

- Physical aggression (hitting, kicking, pushing, any use of violence)
- Threatening behaviours (intimidating behaviours)
- Spitting
- Theft (taking another's belongings)
- Vandalism and the intentional damage of school equipment or property
- Discriminatory behaviour of any nature (including racist, sexist, homophobic behaviour) as outlined in the 2010 Equality Act
- Online abuse
- Persistent verbal abuse (name calling, teasing, spreading rumours, belittlement)
- Sexual abuse (including sexual harassment, sexual violence, upskirting, unwanted physical attention, display of sexual material or sexual gestures)

Bullying is defined as actions that lack kindness and care happen when we do not consider the feelings of others or intentionally cause hurt. These actions do not reflect our values of Believe, Belong, Become, which encourage us to support each other and grow into the best versions of ourselves. Bullying can include emotional, physical, verbal, online, racial, sexual harassment, homophobic, discriminatory. Information about the academy's approach to preventing and addressing bullying are set out in our anti-bullying policy (found on the school website) See Anti-Child-on-Child Abuse policy for more on this.

It is important to note that isolated incidents of physical aggression, intimidation or abuse do not amount to bullying unless they are repeated and intentional. Incidents like this may not be considered as bullying but will always be treated seriously by all members of staff.

Collective Consequence is defined as a sanction applied to a group for misbehaviour committed by an individual (or individuals) who are considered to form part of the group.

Intrinsic Motivators are motivations to engage in behaviours because of the satisfaction of the activity rather than the desire for a reward or specific outcome.

Extrinsic Motivators are motivations that are driven by external rewards. These can be physical things like stickers, or intangible things like praise. We use extrinsic motivation to help children learn how to behave so that they need extrinsic motivation less and less and are motivated intrinsically to do the right thing.

Roles and Responsibilities

Academy Governance Committee (AGC):

The AGC will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to children and parents/carers, is non-discriminatory and the expectations are clear.

AGC Members will support the academy in maintaining high standards of behaviour.

The AGC will ensure there is no differential application of the policy on any grounds, particularly in relation to the protected characteristics within the 2010 Equality Act. However, they will understand that the different causes of poor behaviour may require different consequences and subsequent actions. They will also ensure that the concerns of children are listened to and appropriately addressed.

Headteacher:

The Headteacher will be responsible for the implementation, day-to-day management and monitoring of the policy and procedures. The Headteacher will work with the Senior Leadership Team to implement strategies to increase positive behaviour across the academy. The Headteacher will ensure there is no differential application of the policy on any discriminatory grounds. They will also ensure that the concerns of children and parents/carers are listened to and appropriately addressed. The Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff (including students and volunteers):

Staff are expected to apply this policy consistently, fairly and without discrimination, ensuring that all children are treated with respect and equity at all times. They will listen to and respond appropriately to the concerns of children and parents/carers, maintaining open and professional communication. All staff, including teachers, support staff, lunchtime staff, student teachers and volunteers, are responsible for following the policy and its procedures, applying them calmly and consistently in line with our Believe, Belong, Become approach. Staff will support one another in upholding high standards of behaviour, creating a positive learning environment where children develop self-discipline and personal responsibility. In doing so, staff will consistently model positive behaviour, engage and challenge children in learning, apply consequences clearly and systematically, and demonstrate fairness in all situations.

Parents and Carers:

Parents and carers are expected to take responsibility for their child's behaviour both inside and outside of school, and to work in partnership with St. Bartholomew's to maintain high standards of behaviour. This includes supporting the school's values and expectations, recognising that consequences are used to guide and teach responsibility, and encouraging their child to be honest and take ownership of their actions. Parents and carers are encouraged to communicate openly with the school, raising any concerns respectfully, and to support restorative approaches by helping their child understand the impact of their behaviour and how to make things right.

Children:

Children are expected to take responsibility for their own behaviour and to understand and follow the school's rules and embrace its Christian culture. They will be supported to make good choices, tell the truth and take ownership of their actions, in line with our Believe, Belong, Become approach. Children also have a responsibility to speak up and report any behaviour that affects the safety or wellbeing of others, including disruption, bullying or behaviour. By doing so, they help to create a safe, respectful and positive environment where everyone can learn and grow.

School Rules

In line with research on the memory model and cognitive load, we have adopted a small number of core behaviour rules. Evidence suggests that when children are expected to remember too many rules, important expectations can become diluted, applied inconsistently and harder to recall. By focusing on a small number of clear and consistently reinforced expectations, we promote a strong sense of community, support children to understand what is expected of them, and help positive behaviours become embedded as lasting habits. In line with this St. Bartholomew's C o E Academy has selected three core rules: Ready, Safe, Respect.

Ready	Safe	Respect
• Enter classrooms calmly and follow established routines. • Demonstrate you are ready by sitting up straight, have eyes that are looking at the adult teaching, ears that are listening and a brain that is ready to think. • Listen carefully when others are speaking. • Follow instructions the first time they are given. • Focus on your learning and try your best. • Show resilience when learning is challenging. • Move around school calmly and sensibly. • Take responsibility for your choices and actions. • Return promptly after breaktimes and transitions.	• Keep your hands, feet and objects to yourself. • Walk calmly inside the school building. • Use equipment, resources and property appropriately. • Follow adult instructions that keep everyone safe. • Play fairly and safely during breaktimes and lunchtimes. • Use kind words and safe actions. • Keep the school environment clean and tidy. • Make sensible choices online and when using technology. • Act in a way that allows everyone to learn without disruption.	• Speak politely to adults and other children. • Use good manners, including "please", "thank you" and "excuse me". • Listen without interrupting. • Value and celebrate differences. • Allow others to share their ideas and opinions. • Disagree politely and thoughtfully using skills taught in oracy (builds on/challenge) • Look after school property and the belongings of others. • Follow instructions without arguing. • Use appropriate language at all times. • Include others and show kindness. • Tell the truth, even if your voice shakes • Repair relationships when mistakes have been made. • Demonstrate our Christian vision of Believe, Belong, • Become through your words and actions.

Systems and Procedures

All systems and procedures are designed to support children in managing their emotions and behaviour with growing independence as they move through the academy. This is done through a range of incentives and consequences for positive and negative behaviours alongside the use of other strategies.

Acknowledgements	Consequences
Praise	Reminders and warnings
Stickers & praise postcards	1 Needs Work Dojo
Green Dojos	2 Needs Work Dojo
Green Dojo rewards	3 Needs Work Dojo
End of year Green Dojo awards	4 Needs Work Dojo / lunchtime detention
Weekly celebration certificates	Internal suspension
Parent calls/meetings/Dojos	External suspension
Specific rewards	Yellow/red cards for after school clubs

Promoting Positive Behaviour

We believe that for behaviour to be well managed both by the staff and the children themselves, a positive culture founded in cohesive relationships based on trust and respect are key. Part of developing positive relationships is through the strategic use of incentives, acknowledgements and praise. The promotion of positive behaviours is key at St. Bartholomew's C of E Academy. In fact, in research cited by the EEF in 2019, when teachers use a 5:1 ratio of positive-to-negative interactions with pupils regarding their behaviour in lessons, pupils increase their participation in tasks by an average of 12 minutes per hour. This 5:1 ratio theory suggests that for every sanction that a teacher issues to a pupil, they should also aim to give five specific positive comments.

Praise and rewards will be used to encourage and engage pupils more frequently than negative consequences. This builds a culture of achievement and success founded upon pupil-teacher relationships rooted in mutual respect and trust.

Stickers

Stickers are successful for positive reinforcement for behaviour as they serve as a tangible, real and physical representation of, or reward for, positive behaviours. These are visible to other pupils, adults and family members and are often worn or shared with pride.

Weekly Celebration Certificates

Every Friday, the whole school have a celebration assembly where one pupil from each class is awarded a certificate for demonstrating our Academy's Christian Vision or Christian Cultures.

Specific Rewards

An important belief of the academy is that when there is a positive relationship between adults and children, children thrive. By getting to know the children well, this knowledge can help staff create tailor-made rewards based on the interests of that child where an additional reward is appropriate (for example, a challenging behaviour goal has been met). Examples of this are: colouring sheets based on pupil interests (i.e. cartoon characters, vehicles or dinosaurs), playing specific games or being given a responsibility in the class or around school.

Parent Calls and Meetings

Involving parents and sharing positive news is critical in building positive relationships with children and families and reinforcing positive behaviours so that they continue to develop. For the most part, interactions on the playground at the end of the day are the ideal opportunity to relay positive news on the same day to celebrate the chosen behaviour of the child. Sending a Dojo message to parents is also an effective forum for sharing good news. These are sent to share and celebrate positive behaviours but also to recognise efforts of pupils at the end of a review period following an indiscretion.

Incentives

Incentives are the different kinds of rewards on offer for pupils to earn for positive behaviours. Praise is the verbal recognition, gratitude, approval and appreciation for positive behaviours. Acknowledgements are more subtle verbal recognitions of positive behaviours.

Incentives available to pupils at St. Bartholomew's C of E Academy are:

Daily

- Green Dojo Awards on Class Dojo
- Daily Review of class 'Dojo Doughnut' celebrating good practice
- Dojo Master: The pupil with the most dojos has additional responsibilities and privileges the following day (e.g. line leader, class monitor etc).
- Conversation/Dojo message with parents.

Weekly

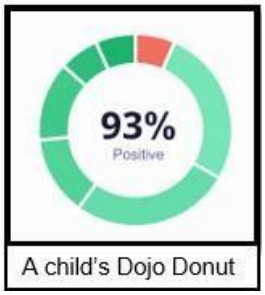
- Each Friday, the whole school has a celebration assembly where one pupil from each class is awarded a certificate for demonstrating St. Bartholomew's Christian vision and cultures.

Termly

- Pupils who receive 97% Green Dojos will receive reward time, those with 100% will also receive a certificate. Each pupil's individual 'Dojo Donut' will be shared with parents or carers during parents' evening.

Annually

- Celebration/party for pupils with a dojo percentage of 97% or more. All pupils with 100% Green Dojos will be entered into a prize draw.



Dojo – Rewards for Positive Behaviour Choices

Class Dojo is an online platform that teachers use to celebrate positive behaviours and choices in the classroom. Each child is represented with an avatar and all children's avatars are displayed on the screen together. When children demonstrate positive behaviour choices, teachers acknowledge and encourage this by awarding green dojos, which appear alongside each child's avatar. If a child makes negative behaviour choices, teachers can issue needs work dojos which would mean the child loses points.

Class Dojo is used by thousands of schools across the UK and has been adopted by St. Bartholomew's C of E Academy for many reasons:

- Positive Reinforcement: Class Dojo focuses on positive reinforcement, which is a proven effective strategy for behaviour change. Teachers can award points or "Dojos" to children for exhibiting positive behaviours, such as demonstrating our Christian Cultures, following directions, completing work, or helping others. This positive reinforcement helps to encourage children to continue exhibiting these behaviours.
- Real-time Feedback: Class Dojo provides real-time feedback to children. Children can see their progress immediately, which can help them to stay motivated and on track.
- Data-driven Insights: Class Dojo provides teachers with data-driven insights into behaviour. Teachers and SLT can track individual child progress and identify patterns in behaviour. This data can help teachers to tailor their behaviour management strategies to the specific needs of their children.
- Adaptability: Class Dojo can be aligned to celebrate our School Christian Vision and Cultures as well as the specific rules we have.
- Engagement and Fun: Class Dojo is an engaging and fun tool for children. The gamified platform and customisable avatars make it enjoyable for students to participate in the behaviour management system.

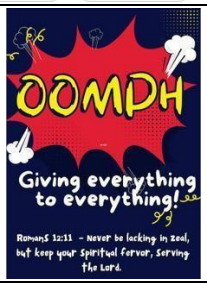
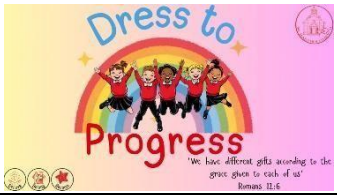
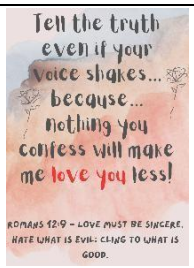
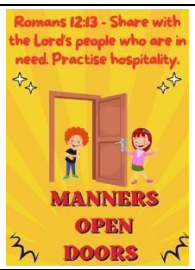
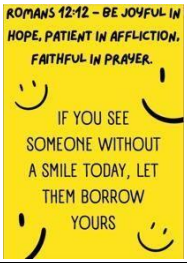
During a pupil survey, conducted as part of the process of creating this policy, children articulated a desire to see positive behaviours rewarded in a tangible way. They also articulated that they wanted this to be visual in their classrooms as they like to see how they are doing each day. As a result of surveys with all stakeholders each classroom has a consistent visual display to support children with their behaviour. This consists of a traffic light, bus stop and limousine. For details of the stepped process see below.

Green Dojos

Dojo Points are awarded as follows:

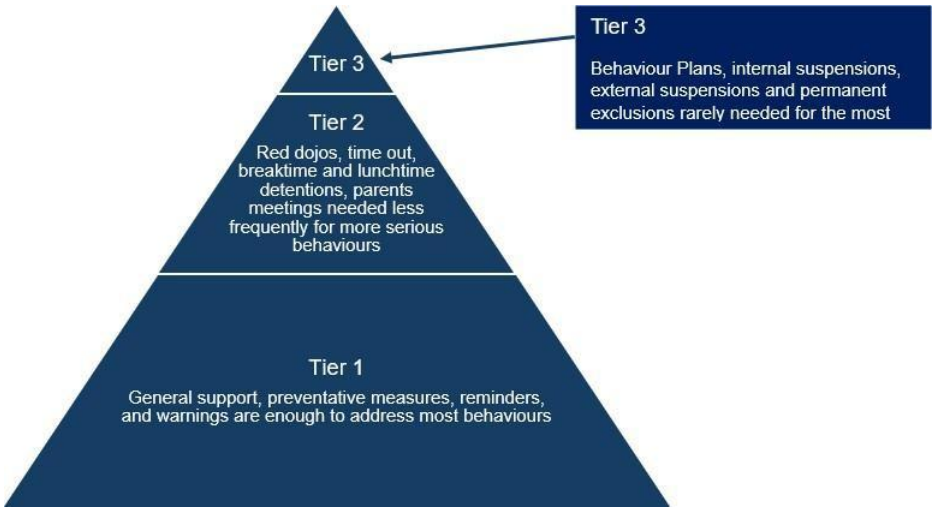
1 point	Excellent examples of school Learning Behaviours - Ready, Safe and Respect and/or Living out our Christian Cultures
2 points	An example of our vision Believe, Belong, Become – this has to be where the child has made a deliberate, selfless deed to help somebody else
4 points	Awarded for children who end the day in the limousine
10 points	Being awarded star of the week for that week
20 points	Golden Star at the end of term

+2 Believe, Belong, Become	+1 Diversity	+5 Golden Star of the Term	+4 Limousine	+1 Manners	+1 Oomph	+1 Ready, Safe, Respect.	+1 Resilience	+1 Smiles and Positivity	+5 Star of the Week	+1 Truthfulness

			
Evident examples of children putting all their energies into what they are doing	Bouncing back from a challenge or difficulty. This could be in schoolwork or social situations.	Where a child celebrates the differences between themselves and others or doesn't allow the differences between them and others to become obstacles.	Where a child takes pride in how they present their work and school uniform.
			
Where a child is willing to own up to a mistake they have made. Where a child is able to reconcile with another child who has potentially caused them upset.	Where a child demonstrates manners such as opening a door, saying please/thank you or asking somebody how they are.	Where a child is showing a relentlessly positive attitude to life and their learning which could lead to their 'smile' being spread around the school	

Consequences

Just as recognition is used to encourage positive behaviour, consequences are used when behaviour falls below our expectations. Consequences provide children with a clear understanding that choices have outcomes and that they are responsible for their actions. They play an important role in deterring unacceptable behaviour, maintaining high standards and ensuring a safe, respectful learning environment for all. Through consequences, children are given the opportunity to reflect on their behaviour, understand its impact and make better choices in the future. While preventative strategies and support will always be used where appropriate, consequences will be applied when necessary to reinforce expectations, promote accountability and demonstrate our commitment to Believe, Belong, Become by caring enough to guide children towards better choices.



The diagram above demonstrates that for most of the time, very little intervention is needed to address negative behaviours. Where these strategies do not work, and negative behaviour takes place, consequences will be issued in the order given above.

We understand the importance of fairness to all members of the academy's community. Therefore, all consequences are applied consistently and fairly. Teachers should communicate regularly with parents at the end of the school day about behaviour if there are concerns as well as to praise positive behaviour. If children, parents or carers have questions or concerns about the use of consequences, we encourage them to communicate these concerns with the school, either with the class teacher, assistant headteachers, or the headteacher.

Reminders and Warnings

In the first instance of non-serious behaviour incidents, we believe in the best of our children. Teachers will first remind children or warn them that their behaviour is not meeting the expected standard and could lead to further consequences. This provides children with the opportunity to correct their behaviour and make a better choice before any escalation takes place, including the recording of negative behaviour on Class Dojo. As a school committed to supporting children to believe, belong and become the best of themselves we encourage them to consider how their actions affect others and to put the needs of the wider community before their own immediate wants or impulses. For most instances of negative behaviour, this alone is enough to address & resolve problems.

Needs Work Dojos

Needs Work, which appear as the colour red on Dojo Doughnuts, are issued following verbal warnings or reminders and bring about consequences that escalate to match the seriousness of the behaviour. By escalating consequences to correspond to the nature of the behaviour, this helps to act as both a deterrent and a more in-depth opportunity for the child(ren) to reflect on their behaviour to make plans to avoid recurrences of the same type of behaviour.

Needs Work Dojos that can be issued are as follows:

Aggressive Behaviours	Breaking School Rules	Lunchtime/ breaktime Detention	Disrespectful Behaviour	Disrupting Learning	Not following instructions	Playground Incidents
Examples include: Play fighting; making	Examples include: Incorrect uniform,	Examples include: Serious incident (see	Examples include: Shouting, talking over	Examples include: Calling out Distracting	Examples include: Acting against instructions	Managed by staff on duty at lunch and breaktime for

threats (including the use of the word 'snitch/grass') Pushing/ shoving in the line	bringing in banned items, repeatedly not ready in the classroom	below) Accumulating 4 Needs Work Red Dojos Leaving the classroom without permission	others, littering, damaging school property	others Wasting time	Defiance Refusal to engage with learning or follow reasonable instructions	incidents of negative behaviour during these times.

Stepped Consequences

Consequences outlined in this policy are as follows. Consequences are listed in order of escalation and form the process of responding to negative behaviours.

Number of Red Dojos	What happens each time a Dojo is taken away…
0	Verbal warning issued before any Needs Work Dojos.
1	Loss of 1 Dojo Point if there is a repeat of the behaviour after verbal warning is issued.
2	Discussion about the behaviour in a private situation (e.g. outside the classroom or in a quiet corner), missing 5 minutes of breaktime and parents directly made aware of the behaviour by the class teacher. Child will be moved to amber on the traffic light display.
3	Removal from the classroom for the lesson (minimum 10 minutes) working outside the Headteachers'/SLT's office. Parents will be made directly aware of behaviour by class teacher. Child will be moved to red on the traffic light display.
4	Lunchtime detention – the same day for morning behaviour or the following day for afternoon behaviour. Parents to be informed by a member of SLT. For morning behaviours the child will be on the bus top for the reamer of the day. For afternoon behaviours their name will be to the side of green the following morning to remind them they still have the consequence to complete. Once until completed they move to green for the afternoon.



Some behaviours of a serious nature will result in an immediate lunchtime detention and the issue of 4 Needs Work Dojos:

Serious Incidents* Serious incidents are categorised as follows			
Swearing	Racism	Fighting	Spitting
Bullying∞	Stealing	Damaging Property	Physical Attacks
Discrimination against the protected characteristics	Unacceptable use of technology	Smoking or vaping	Sexual Harassment

**Other behaviours may be deemed as a serious incident at the discretion of the Headteacher where necessary*
∞Bullying at St. Bartholomew's C of E Academy is a deliberate, targeted and intentional act that is carried out persistently to upset another person(s).
Further information can be found in our Anti-Child on Child Abuse Policy

Restraint and use of reasonable force

All members of academy staff have a legal power to use reasonable force where it is necessary, proportionate and lawful to do so. Reasonable force may be used to prevent children from injuring themselves or others, committing an offence, causing serious damage to property, or prejudicing the maintenance of good order and discipline within the academy.
All staff are trained in positive handling strategies and have regular refresher training. Whilst the academy may provide additional training to staff in the use of reasonable force and other restrictive interventions, such training is not a legal requirement before reasonable force can be used. A member of staff should not be prevented from taking appropriate action where failure to act would place a child or others at risk of harm.

Any significant incident involving the use of reasonable force will be recorded and reported in accordance with the academy's procedures and current Department for Education guidance. Parents will be informed as appropriate.

The Department for Education's guidance on the use of reasonable force and restrictive interventions is available on GOV.UK and our MAT policy, Use of Force and Physical Intervention can be found on the MAT Website.

Report Cards

Report Cards (see Appendices) are mainly used for repeated incidents of negative behaviour. They can be issued for one of the following reasons:

- If a pupil is repeatedly gaining Needs Work Dojos in a specific area
- A pupil is regularly reaching tier 2
- At the discretion of the Headteacher

When a pupil reaches the trigger for a Report card, SLT will liaise with the child's teacher to decide on the best course of action to take to address the issue and provide support to the child in a much more customised way. Any time a report card is issued, parents or carers will be invited in for a meeting with SLT and the child's class teacher.

The consequences for each report card is as follows:
When a report card is issued, the behaviour of that child is tracked for one week against two bespoke targets for that child. These targets are agreed between the child and a member of their teaching team at the start of the process. Typically, the child will decide on one target and the member of staff will decide on the other. The targets selected should aim to support the child in developing specific behaviours that have caused the need to issue the report card. Once targets have been selected, a reasonable number of successful sessions during the week is agreed upon as a target (for example, meeting the targets in at least 45 out of 50 sessions in a week). Sessions can include lessons, registration, breaktime, lunchtime and collective worship.
The child will receive lunchtime detentions for the duration of the report card.

At the end of the week, the report card will be reviewed by the class teacher alongside a member of SLT. If the targets set at the beginning have been met, the report card will be withdrawn, and parents/carers made aware of the improvement.

If upon review, the child's behaviour has not improved, there have been repeated incidents or further serious incidents, further escalation will be considered which could include an extension of the report card or a suspension.

Suspensions

The academy will endeavour to avoid suspensions from the site wherever possible. A decision to suspend a child for a fixed period is taken only in response to very serious breaches of the academy's rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in the academy at that time. The Headteacher, or another member of staff given permission in her absence, will take the decision to suspend a child and will also decide upon the length of the suspension and whether it is to be fixed term or permanent.

Internal Suspensions

An internal suspension involves a child attending school but completing learning activities away from their classroom. Additional reflection activities will be completed by the child to reflect on their behaviour during this time. Internal suspensions are issued only for serious incidents, repeated incidents of negative behaviour or a breach of a report card. Internal suspensions can be allocated for a half day or full day.

Parents/carers will be notified of the suspension primarily by an invitation to meet in person to discuss the behaviour/incident or over the phone on the same day if an in-person meeting is not possible.

External Suspensions

More serious than internal suspensions, external suspensions mean that a child will spend a fixed period of time not on site completing school work and other reflection activities. All work will be provided by the school along with any necessary equipment to access the activities. In the event of an external suspension, parents/carers will be invited into school for a face-to-face meeting to discuss the incident or behaviour. At this point, a letter outlining the reason and arrangements for the suspension will be given to the parent(s)/carer(s) present.

A pupil may be suspended for committing a single serious breach of the academy's behaviour policy, even if they have never been in trouble before. The reasons below are examples of the types of circumstances that are likely to lead to a suspension or a permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Intentional damage to school property
- Intentional spitting at another person

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

During an external suspension, the academy will prepare a strategy for the child's successful reintegration back into school by introducing or adapting strategies with the aim of supporting them in successfully addressing the behaviour leading to the suspension. On the day the child returns to school, a meeting will be held with the pupil, their parents/carers and appropriate staff members from the school. The reintegration form will be explained and everybody present will have an opportunity to express their views. Reintegration meetings must be conducted on the day of the child's return to class to ensure that necessary support is clearly explained and implemented, minimising the risk of recurrence of problematic behaviour and fostering a smooth transition back into the school environment.

An example reintegration form can be found in the Appendices.

Permanent Exclusions

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and consideration of both the needs of the child and the needs of everyone else in the school. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a child for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion, a formal meeting will be held with the child, parent/carers and a panel of governors.

Following a permanent exclusion, the academy has a duty to provide suitable full-time education for the excluded child from the sixth academy day of any fixed period of exclusion of more than five consecutive academy days.

Restrictive Practice

At St. Bartholomew's C of E Academy, restrictive practices (universal term for actions that prevent, restrict or subdue a child's movement, including physical restraint and nonphysical measures) will be minimised through prevention, early support and de-escalation and, where required, used only when necessary, proportionate and lawful. We will not use seclusion as a punishment. Where seclusion is used as a short-term safety measure during periods of high dysregulation to protect others from harm, it will be carried out in a safe, supervised space, with careful regard to the child's welfare and any SEND or other vulnerabilities, and will end as soon as the immediate risk has reduced. All incidents of seclusion and non-force restraint will be recorded and reported to parents in line with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2)

(England) Regulations 2025 and the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools (April 2026)'.

The Academy and the Academy Governance Committee will use incident data to inform improvement planning and maintain a safe learning environment.

Additional Information

Disallowed Sanctions

We also believe in the importance of fairness. As such, this policy rules out some sanctions as they aren't aligned with this belief:

- Collective punishment (punishing a group of children where not all have behaved negatively)
- Bypassing systems and processes for escalation outlined in this policy (i.e. giving an immediate detention for a minor indiscretion)
- Making changes to the policy for individuals without approval from the Senior Leadership Team
- Delayed access to basic needs (water or toilet access); however, if a member of staff believes toilets are being used as an avoidance, a conversation will be had with parents/carers before any action is taken
- Issuing sanctions not listed in this policy unless agreed with the SLT

If agreed between the class teacher and SLT, additional sanctions that may be considered depending on the offence are:

- Withdrawal of a pupil's designated responsibility
- Removal of access to school technology if misused repeatedly
- Uncompleted schoolwork finished at home

Parent/Carer Meetings

Parent/carer meetings will be held where there is a concern about a child's behaviour to involve parents and to work collaboratively in the best interests of the child. Whenever a meeting is held, a form will be filled in as a record of the meeting. Records are kept for reference and to ensure that agreed actions are followed up. At the end of meetings, records will be shared with parents/carers before they are asked to sign the record. A meeting record template can be found in the Appendices

Trauma-Informed Practice

We recognise that behaviour may be influenced by a child's experiences, including trauma and adversity, and we will seek to understand and support individual needs. However, understanding the reasons for behaviour does not mean excusing behaviour that causes harm or significantly disrupts learning. Appropriate and proportionate consequences may still be necessary, alongside support, so that children can learn from mistakes, take responsibility for their actions, and develop resilience, self-regulation, and positive relationships.

Gender-Based Violent, Sexual Harassment and Harmful Sexual Behaviours (HSB)

At St. Bartholomew's C of E Academy, we understand that gender-based violence happens in many ways. It can be linked to everyday attitudes and behaviours that people do not always challenge. We take all forms of gender-based violence and sexual harassment very seriously. This includes physical, mental, or sexual harm, as well as threats or coercion. It can happen between students (peer-on-peer abuse) or towards members of the wider school community. We will fully investigate any reports of gender-based violence. We will never dismiss harmful behaviour as 'banter' and will take appropriate action. Such action may include making referrals to children's services and/or the police. We will also work with professionals outside of school to make sure that any concerns about Problematic Sexual Behaviour (PSB) or Harmful Sexual Behaviour (HSB) are properly addressed. Our goal is to stop harmful behaviours from happening again and to provide the right support to

those affected. In any instance where HSB occurs, the academy will strive to recognise the impact of this behaviour on the victim and seek to fully support victims of harmful sexual behaviour in rebuilding their sense of safety, dignity, and well-being through appropriate pastoral care, safeguarding measures, and access to specialist services where needed.

Supporting Pupils with SEND and Reasonable Adaptations

The decision to adapt the behaviour policy to support children with SEND in accessing a behaviour curriculum that is appropriate for them may only be made by:

- The Headteacher and Designated Safeguarding Lead
- Assistant Headteacher and SENDCO (Special Educational Needs Coordinator)
- Assistant Headteacher and Pupil Premium Lead

For adaptations to the policy to be made, the following process is outlined to ensure that all relevant people have an opportunity to contribute to the process:

1. Staff must first draw upon their professional expertise and experience to engage in known strategies to support the child in engaging with the behaviour policy.
2. If these efforts are not successful in helping the child engage with the behaviour policy, teachers must then submit a pupil referral. This referral details an outline of the issues faced by the child and teaching team alongside strategies implemented to date and the effect of each strategy.
3. All pupil referrals are reviewed the AHT/SENDCO for consideration for further support.
4. At this point, adaptations may be considered by the AHT/SENDCO. These will be created with the class teacher and teaching assistant when relevant. They may also include the involvement of:
    a. Headteacher and Safeguarding Lead/DSL
    b. The Assistant Head for Disadvantaged pupils
5. Any adaptations will be made and communicated through an Individual Behaviour Plan (IBP) which will be created for that individual child, outlining key information about their needs and the changes made to the behaviour policy.

Once adaptations have been made and communicated to the appropriate staff, review meetings will take place at intervals decided by the staff members based on the level of need for each child. The aim of the adaptations to the policy will always be in the best interests of the child regulating and managing their own emotions and behaviour with greater independence until they are able to access the behaviour policy in its full form.

Adaptations to the policy will be made on an individual basis, according to the unique needs of each child. Some example adaptations may be:

- Adopting a strategy of ignoring specific negative behaviours rather than sanctioning them where children may thrive on the attention gained, even if negative.
- Providing additional positive reinforcement for behaviours that are otherwise expected or unrewarded.
- Following a lunchtime detention, we will provide an opportunity for the child to reset and return to learning positively, such as allowing movement time and calming strategies before returning to a learning expectation.
- Allowing children to go to a calm space, outside of the classroom (with the knowledge and agreement of the teacher) to practise taught strategies, calm down or engage in any other agreed activity to support them in managing their emotions and behaviour in order to return to the classroom and continue learning.

Any time an adaptation is considered for a child at St. Bartholomew's C of E Academy, parents and carers will

always be informed and invited for contributions in the best interests of the pupil. All adaptations will be agreed by the Assistant Headteacher/SENDCo and Headteacher before being introduced to the child. If every adaptation has been put in place for the child and their behaviour is against their Individual Behaviour Plan and school rules, appropriate consequences, as per the Behaviour Policy, will be enacted.

Individual Behaviour Plan

Step	Situation	Action	Duty
1	Concern recognised as an individual need	Staff must first draw upon their professional expertise and experience to engage in known strategies to support the child in engaging with the behaviour policy.	Class teacher and Teaching Assistant
2	A pupil referral form is completed	Pupil referral forms should provide relevant detail about observed behaviour, providing facts and examples over speculation. Additional contextual information is also helpful.	Class teacher
3	Pupil referral received	All pupil referrals are reviewed by the AHT/SENDCO for consideration for further support.	AHT/SENDCO
4	Adaptions created	At this point, adaptations may be considered by the AHT/SENDCO and Headteacher. These will be created with the class teacher and teaching assistant when relevant.	Headteacher, AHT/SENDCO, class teacher and teaching assistant
5	IBP Created	Following further information gathering, specific next steps, unique to each child's needs based on their referral and collected information are decided. There is no fixed list from which plans are drawn from. Examples of these, however could be: For mental health concerns • Referrals to external services • Emotional coaching • Time for You counselling • Mental Health at Schools Team For behaviour concerns: Sticker charts • Dojo trackers • Individual Behaviour Plans (IBPs) • Pupil behaviour risk assessment • SEMH interventions • Advice from Beacon School Support For SEND concerns: • Further observations and targeted strategies provided by the school's AHT/SENDCO • Observations organised with: - STS (Specialist Teacher Service) - CADMUS	Headteacher, AHT/SENDCO

		- SALT (Speech And Language Therapy) - EP (Educational Psychologist) • Mental Health at Schools Team • RISE • Creation of an APDR sheet (Assess, Plan, Do, Review) Application for further support from Coventry City Council	
6	Implementation	The plan created is then to be implemented by adults supporting the child. If there are unforeseen problems or difficulties, the adults supporting the pupil should contact the AHT/SENDCO for further clarification or support if needed to make sure the plan can be implemented as effectively as possible. The plan will run for an agreed period of time based on the needs of the child. CPOMs event set up to alert relevant members of staff to add in weekly logs.	Adults supporting the pupil
7	Review	Reviews of all referrals will be made. Reviews will be carried out at different time scales as each child referral is unique to any other. Reviews will be carried out by the AHT/SENDCO and will likely be in the form of a meeting with the class teacher. From the review, next steps will be decided and the process will continue as long as necessary with the end goal being that the child is both supported to manage the needs they have whilst helping them to be increasingly independent in doing so. Review outcomes will be tracked by weekly updates on CPOMs and then a discussion will be had during SLT on progress being made.	AHT/SENDCO Class teacher

<u>Risk Assessments</u>

Some children with complex special needs may have difficulty understanding or managing risks, which could lead to them endangering themselves or others. In these instances, an additional risk assessment can identify potential hazards and develop strategies to mitigate them, helping to ensure a safe environment for all (See Appendices).

<u>Bullying</u>

Bullying is defined as:

Actions that lack kindness and care happen when we do not consider the feelings of others or intentionally cause hurt. These actions do not reflect our values of Believe, Belong, Become, which encourage us to support each other and grow into the best versions of ourselves.

Bullying will not be tolerated in any form at St. Bartholomew's C of E Academy. Information about the academy's approach to preventing and addressing bullying is set out in our anti-bullying policy (found on the school website: www.stbartholomews.covmat.org).

It is important to note that isolated incidents of physical aggression, intimidation or abuse do not amount to bullying unless they are repeated and intentional. Incidents like this may not be considered as bullying but will

always be treated seriously by all members of staff.

Links with other Policies

This behaviour policy is interconnected with other policies to create a comprehensive framework for managing and promoting positive behaviour.

- Anti-Child on Child Abuse Policy
- MAT Suspensions and Exclusions Policy
- MAT Online Safety Policy
- Staff Code of Conduct
- Safeguarding Policy
- Teaching and Learning Policy

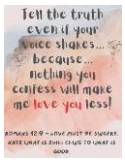
Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.







St. Bartholomew's C of E Academy

Meeting with Parent/Carer

Date:		Time:	
Staff:		Agency:	
Parent/Carer:		Pupil	

Concern

Discussion Notes

Meeting Outcome

Actions for School	
Actions for parent	
Actions for child	

Signed

Staff: _____ Pupil:

Parent: _____

St. Bartholomew's Church of England Academy

Pupil Behaviour Agreement

At St. Bartholomew's we believe in Believe, Belong, Become. This means caring about other people, making good choices and taking responsibility for my actions.



I understand that my choices affect other people and that everyone has the right to feel safe, respected and able to learn.

By signing this agreement, I am promising to do my best to follow the school's expectations.

I Will Be Ready

I will:

☐ Listen carefully to adults and other children.

☐ Follow instructions the first time they are given.

☐ Come to school ready to learn.

☐ Try my best, even when learning feels difficult.

☐ Take responsibility for my actions and choices.

☐ Tell the truth, even if my voice shakes.

I Will Be Safe

I will:

☐ Keep my hands, feet and objects to myself.

☐ Walk calmly around the school.

☐ Use equipment and resources appropriately.

☐ Play safely and fairly.

☐ Make sensible choices online.

☐ Help keep our school environment safe and tidy.

I Will Be Respectful

I will:

☐ Speak politely to adults and other children.

☐ Use good manners.

☐ Listen when others are speaking.

☐ Respect differences between people.

☐ Look after school property and the belongings of others.

☐ Include others and show kindness.

☐ Repair relationships when I have made a mistake.

I Understand

I understand that:

☐ My behaviour is my responsibility.

☐ Good choices help everyone learn and feel safe.

☐ If I make poor choices, there will be consequences.

☐ Consequences help me learn and make better choices in the future.

☐ Being honest about my mistakes is always the right thing to do.

☐ Nothing I confess will make the adults at St. Bart's stop caring about me, but I am still expected to take responsibility for my actions.

My Commitment

I promise to live out Believe, Belong, Become to be the best version of myself by being:

- **READY**
- **SAFE**
- **RESPECTFUL**

I will do my best every day to make choices that help myself and others succeed.

Child Signature

Pupil Name: _____

Class: _____

Signature: _____

Date: _____

Parent/Carer Signature

I have discussed this agreement with my child and will support them in meeting these expectations.

Parent/Carer Signature _____

Date _____

Teacher Signature

Class Teacher _____

Date _____

At St. Bartholomew's we tell the truth, even when our voice shakes, and we remember that nothing we confess could make the adults in our school care for us less. We are expected to be honest, take responsibility and learn from our mistakes.

Reflection Form







Name	Class	Date

What happened?

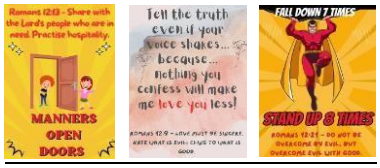
What poor choice did I make?	How did my actions affect others?

What could I have done differently?	Which Christian Cultures should I work on to improve?

How can I make things better?

What have I learned from this?

Restorative conversation with: _____



Reflection Form

Name	Class	Date

Draw what happened

Draw what you could do differently next time

Restorative conversation with: _____

Part 1 – To be Completed on the day of the Suspension

Pupil details		
Name:	**Year group:**	**Needs:** *e.g. Pupil Premium, CiC, CiN, SEND, EHCP*
Support around the pupil: *e.g. EHAP, NDS team, OT, etc*		**Current attendance: Part-time timetable**

Suspension details		
Date of suspension:	**Date of return to school:**	**Number of days suspended:**

Previous suspensions
Details of any previous suspensions:
Total number of days suspended this term: *Inclusive of this suspension*
Any actions to take due to repeated suspensions? *Government Guidance encourages reflection of suitability of suspension if repeated (Paragraph 7)*

Reflection on Suspension
Description of the 'Behaviour'
Who, what, where, when

Hypothesis: What do we think this behaviour is communicating to us and/or why do we think this happened?

Testing the hypothesis: What will we put in place to test our hypothesis when *child* returns to school? What impact are we hoping to see?

What is going well at school? *What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?*		
Parent/Carer	Child	School

Provision during suspension: *(Include details of any work provided and marked over suspension period as well as adapted for academic needs, alternative provision and/or interventions from counselling or behaviour services, SEND or local safeguarding partners)*

**these sections to be completed before reintegration meeting*

Curriculum Actions	Responsibility	Complete?*	Safeguarding Actions	Responsibility	Complete?*

Part 2 – To be completed during reintegration meeting

Date of Reintegration Meeting:	**Present at Meeting:**

Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

What is not working well at school?		
Parent/Carer	Child	School
Needs *What needs / factors are impacting behaviours at school?*		
Parent/Carer	Child	School
Hopes for the future at school		
Parent/Carer	Child	School

Planning for success

Does the child have an existing behaviour plan? □ Yes (attach to this document) □ No (Complete table below)

Targets *Refer to previous targets if previous suspensions have occurred.*				
Area of concern	**SMART target**	**Support and strategies to meet target**	**Review date**	**Evaluation of target**
1)				
2)				
3)				

Monitoring *How will behaviour and progress be monitored and celebrated?*	
Monitoring Action	**Person Responsible**

Daily Check-ins: Staff record observations on a simple behavior log (targets: emotional regulation, respectful communication, property care).		
Date of 1st Review Meeting	Date of 2nd Review Meeting	Date of 3rd Review Meeting
Is the pupil on a reduced timetable? □ Yes (attach reintegration plan to this document) □ No (Complete table below)		

Further actions	
Have the family been signposted to support if necessary? Y / N *(add details)*	Have any safeguarding concerns been raised that require follow up actions? Y / N *(add details)*

Additional comments		
Pupil: **Signed:**_____	**Family:** **Signed:**_____	**School:** **Signed:** _____

Report Card







Pupil Name: Teacher Name: _____ Week 1 □ Week 2 □

Target 1	
Target 2	

	Day 1 date:	Day 2 date:	Day 3 date:	Day 4 date:	Day 5 date:
Session 1 Registration					
Session 2					
Session 3					
Session 4					
Session 5					
Session 6					
Session 7					
Session 8					

Session 9					
Session 10					

Class teacher to label the sessions for the child each day. Stickers or ticks may be used to indicate if target was achieved in that session. Sessions should include breaktime and lunchtime. Not all sessions may be needed depending on the timetable each day.