



Horsington Church School
“That they may have life, Life in all its fullness.”
John 10:10



BEHAVIOUR POLICY

RATIONALE

We are a community of learners and seek to create, within a Christian ethos, a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their full potential.

The development of personal qualities, social skills and recognition of the responsibility each individual has for their own behaviour are an integral part of the school curriculum.

INTRODUCTION

This policy sets out a behaviour profile for the whole school community, which includes children, parents and staff. It is a policy designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. These qualities are exemplars of good behaviour and are encouraged and rewarded within our children.

This policy identifies specific behaviour that is deemed unacceptable within our school community. It is intended to recognise characteristics of poor behaviour and to apply appropriate support and intervention in order that behaviour will improve.

Persistent and sustained unacceptable behaviour is not tolerated within our school community. This policy sets out the specific circumstances where sanctions will be applied, including a fixed term or permanent exclusion from the school where necessary.

We want our school to always be a safe and happy environment where children can learn effectively and develop good social skills, supported and encouraged by the whole school community.

The Bath and Wells Multi Academy Trust and School Governing Body reviews this policy annually.

AIMS

We aim:

- to ensure consistency of care
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations

We expect everyone within our School community to adhere to these aims against which

behaviour is evaluated.

Our approach to behaviour is underpinned by our values:

**Perseverance
Kindness
Forgiveness
Respect
Love**

Our Learner Attributes, Values and school vision unpin our behavioural philosophy and are regularly explored with the children in order to develop our values.

REWARDS

It is important to have a reward system that recognises all forms of social and academic achievement and effort.

Recognition of this could include the following:

- Non-verbal praise.
 - Verbal praise.
 - Display of children's work.
 - Marking of work to build on success.
 - Choosing Time.
 - Stickers
 - Compliment slips
 - Inclusion in the book of merit
 - Individual class rewards
 - Use of 'Wow!' boards
 - Golden time
 - Share work with others- including Head Teacher
- (This is not an exclusive list.)

SANCTIONS FOR POOR BEHAVIOUR

Where poor behaviour is demonstrated, it will be dealt with promptly. The incident will be recorded and evaluated and, where appropriate, support will be given to address the identified breach of this behaviour policy.

STOPPING INAPPROPRIATE BEHAVIOUR

Children will occasionally forget the school's aims for good behaviour and be thoughtless towards others. To try to prevent this from happening staff will do the following:

- teach children to think of others..
- Value good and improving behaving
- Respond appropriately based on our knowledge of the individual
- ignore misbehaviour, when appropriate.
- Set a good example

PHYSICAL RESTRAINT

Should physical restraint be necessary, it will be undertaken by staff have carried out TEAM TEACH training. This training places emphasis on de-escalation strategies so restraint may be avoided. Restraint will only be carried out where it is deemed safer for the individual or those around them. A contingent touch or reassuring hand-hold does not count as physical restraint.

Restraint carried out under TEAM TEACH guidelines will recorded in the red bound and numbered book which is stored in the office.

SANCTIONS

As with rewards there will be different levels.

- Praise nearby children showing appropriate behaviour.
- Non-verbal such as shake of the head.
- Verbal warning with a clear, concise message.
- Moving a child to another seat.
- Time out in class
- Time out in another class
- Timeout with Head teacher

A child may be placed on ‘report’. This means a child’s behaviour is monitored on a session by session basis which may include break times and lunchtimes.

A meeting will be arranged with parents and behaviour targets will be set.

These could be monitored on the SEN procedures- an outcome may be an individual Behavioural Support Plan.

EXCLUSIONS FOR UNACCEPTABLE BEHAVIOUR

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community. For a clear and sustained breach of the Behaviour Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll may be needed. A copy of the national Exclusions Policy is available to view or download from the school website.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult

- Persistent and Sustained verbal abuse
 - Racist or LGBT incidents
 - Extortion of money or belongings
 - Destructive activity resulting in damage to property or belongings
 - The carrying or distribution of a drug recognised as harmful
 - Significantly impacting on the safety and learning of others
- (This is not an exhaustive list.)

PARTNERSHIP

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in our aims.

We foster positive relationships between home and school by encouraging open and honest dialogue with all share-holders to support the well-being of everyone within the school community.

SCHOOL VISITS

When pupils are participating in a school organised and supervised activity off-site, the same principles of behaviour apply. If it is felt that it is unsafe to take a pupil out of school because of behaviour, alternative provision will be put in place.

CONCLUSIONS

This policy has been written for and by the staff of Horsington Church School as we seek to effectively manage behaviour.

Reviewed: January 2012

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