

**BATH & WELLS**  
**Multi Academy Trust**

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'That they may have life, life in all its fullness' John 10:10

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## **Horsington Church School**

### **Relationship and Behaviour policy**

**Last reviewed: July 2023**

July 2023

# Relationship and Behaviour policy

Our Christian values of Kindness, Love, Perseverance, Forgiveness and Respect are central to everything we do at Horsington Church School. We believe the fostering and maintaining of caring and nurturing relationships, and a happy and safe environment, ensures our children are spirituality, socially and emotionally supported.

## Our Vision:

At Horsington, we have a purposeful, safe, and stimulating environment where everyone is encouraged and supported to **'Be the best version of themselves.'** Everyone will work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and inclusivity. Everyone within the school community can reach their full potential and may enjoy **'Life in all its fullness.'**

We have high expectations of our children, encouraging them to be polite, well mannered, and helpful to one other, to become lifelong learners and good citizens.

It is important that the children understand what acceptable behaviour is, equally unacceptable behaviour and the consequences of such behaviour. We want to ensure that the children at Horsington have the skills, strategies, and vocabulary to equip them for life now and in the future.

## Aims:

An important life skill for our children is to be able to self-regulate, to recognise and manage their emotions, helping them to deal with different environments and social situations. Thus, enabling them to succeed in their learning. A range of age-appropriate strategies and tools will help support our children. (Appendix 1 – Zones of regulation)

We all recognise children can become dysregulated, which may have an impact on their own or others learning. We will provide those children with time, space and adult support to help them regulate. The needs of each individual child will be taken into consideration.

Most situations are dealt with fairly and promptly. If someone is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and resolve the situation with support. To ensure this is positive and that every member of our school community feels valued and respected, Restorative practices are our central philosophy. (Appendix 2)

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These aims are best achieved in a hardworking, fair, enjoyable atmosphere in which pupils can give their best both in and out of the classroom. A positive approach of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents are paramount. Praise and encouragement should be used as much as possible, and children will be encouraged to adopt a problem-solving approach, taking responsibility for their own behaviour.

### Praise:

We praise and encourage our children in many age-appropriate ways, and this will vary from class to class, however the underpinning philosophies are the same.

- ❖ Words of encouragement
- ❖ Positive comments
- ❖ Stickers, certificates, Dojos
- ❖ A visit to another teacher or head teacher
- ❖ Celebration assembly and fortnightly newsletters
- ❖ Applause for weekly Marvellous Merits and Super Sashes winners, with photographs home
- ❖ Special privileges and responsibilities
- ❖ Display of work
- ❖ School value awards
- ❖ Postcards home

All staff will encourage and promote good behaviour, however, should misbehaviours or concerns persist, parents will be informed and be involved in behaviour support moving forward.

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## Appendix 1:

At Horsington Church School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

*The Zones of Regulation* is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.





The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they are feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.

Children will experience all zones and there are no good or bad zones- however our success in regulating our emotions depends on us recognising our emotion, understanding it and putting a support strategy in place.

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### Zones of Regulation

Colour Zone	Possible Emotions	Strategies / Tools
	<p>Happy Calm Focused Ready to learn Enthusiastic</p>	<ul style="list-style-type: none"> <li>• Drink water.</li> <li>• Have a healthy snack.</li> <li>• Have enough sleep.</li> <li>• Have sensory breaks.</li> <li>• Have movement breaks.</li> <li>• Have brain breaks.</li> <li>• Do mindfulness activities.</li> <li>• Do yoga stretches.</li> <li>• Lessons in Personal, Social, Health and Economic</li> <li>• Have circle time.</li> </ul>
	<p>Unhappy Tired Withdrawn Bored Tearful Ill</p>	<ul style="list-style-type: none"> <li>• Stretch.</li> <li>• Talk to somebody.</li> <li>• Take a walk.</li> <li>• Stand up.</li> <li>• Close your eyes.</li> <li>• Swing or rock gently.</li> <li>• Do some wall push-ups.</li> <li>• Stretch up high with your hands and then stretch down to your toes.</li> <li>• Do some star jumps.</li> <li>• Walk on your tiptoes</li> </ul>
	<p>Anxious Silly Excited Nervous Frustrated</p>	<ul style="list-style-type: none"> <li>• Take time out.</li> <li>• Take some deep breaths.</li> <li>• Talk to somebody.</li> <li>• Count to 20.</li> <li>• Draw a picture.</li> <li>• Squeeze something, like a cuddly toy.</li> <li>• Concentrate on feeling the ground under your feet.</li> <li>• Do some yoga stretches.</li> <li>• Listen to some calming music.</li> <li>• Blow bubbles</li> </ul>
	<p>Angry Frustrated Mad Yelling Aggressive Scared</p>	<ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Take deep breaths.</li> <li>• Go to a safe place or a quiet zone.</li> <li>• Ask for help.</li> <li>• Use a fidget object, like a stress ball.</li> <li>• Talk about your feelings.</li> <li>• Wrap your arms around yourself and give yourself a squeeze.</li> <li>• Burst some bubble wrap.</li> <li>• Scribble on scrap paper, scrunch it up into a ball and throw it in a bin.</li> </ul>

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## Appendix 2:

### Restorative Questioning

When our children find themselves in conflict or are upset, we will ask them:

What happened?  
What were you thinking when that happened?  
What needs to happen to put this right?  
What would you do differently next time.  
What we might also ask the children:  
What would think if this happened to you?  
How can we put things right?  
What could you do differently next time?  
What other choice could you have made?  
How can you be sure this does not happen again?

Most situations can be dealt with fairly and promptly, enabling a fair outcome for everyone. If someone is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and resolve the situation.