BATH & WELLS
Multi Academy Trust

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

Bathford Church School

Behaviour

Procedure Name:	Behaviour	
Policy type:	Link to Trust Behaviour Policy - Statutory	
Prepared by:	Headteacher	**Date:** September 2021
Approved by:	Bathford Church School Governing Committee	**Date: 28 September 2021**
Last reviewed: **September 2025**		
Next review due by: **September 2026**		

Behaviour Vision

At Bathford Church School we are committed to creating an environment where exemplary behaviour is at the heart of effective learning. Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for their behaviour. Our behaviour procedures echo our core values with a strong emphasis on respectful behaviour, inclusive love and kindness. These procedures are intended to ensure all adults and children at Bathford Church School are able to thrive in an environment which not only provides the emotional and physical safety we all need but also offers the support, nurture and guidance we need to be the best we can be.

Underpinning these procedures are three key principles:

- How we behave comes from our sense of belonging. The school's inclusive ethos inspires and underpins this.
- Every person is an individual. Understanding them and establishing a positive relationship is the first step to enabling them to be the best they can be.
- Behaviour is a communicator of emotion and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively.

With these principles in mind, the guidelines for supporting positive behaviour outlined below are intended to be used with sensitivity towards the individual and with awareness that for children with specific social, emotional or behavioural needs, it might be appropriate to adopt alternative strategies not specified within this document. This will be reflected in a formal plan written in conjunction with parents/carers and the Inclusion leader (*Appendix 2*). All children will be treated fairly and consistently irrespective of background, race, gender or disability.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community where pupils behave with consistently high levels of respect, kindness and empathy for others.
- To build a community where children play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Rules

We share four rules for behaviour, which link to our Grow, Care, Serve, Share school vision:

- Be your best

Aiming to be the best we can be means that we always try our best in how we interact with each other and how we apply ourselves to tasks.

The adults in school must continuously model positive behaviours and emotional control, ensuring that we are calm, consistent and fair when supporting children with their behaviour.

- Be kind

This stems from our core values of love and kindness. We speak and act with care for each other's feelings.

The adults in school must ensure that we understand the full picture when supporting children with their behaviour, including the emotions which drive the behaviour.

- Be respectful

This means we show good listening through maintaining eye contact, using body language to show we are being attentive and really reflecting upon what is being said. It also means valuing and enjoying our differences.

The adults in school must ensure that we maintain the child's self-esteem and dignity when supporting children with their behaviour. We never humiliate and, whilst maintaining high expectations and strong boundaries, we ensure the child feels able to learn from mistakes and move on.

- Be a team

This means we think about how our actions affect others and seek opportunities to make the world a better place for those around us.

The adults in school work in partnership to support children with their behaviour. They may seek support but must follow up every time, take responsibility and engage in reflective, restorative conversations with children.

These simple and clear rules are reflected in all conversations about behaviour.

	All Staff	Senior Leadership Team (SLT)
1.	Refer to Be Your Best, Be Kind, Be Respectful, Be a Team behaviour rules.	Meet and greet children at the beginning of the day
2.	Refer to Be Your Best, Be Kind, Be Respectful, Be a Team behaviour rules.	Be a visible presence on site, modelling positive behaviours and encouraging appropriate conduct
3.	Model positive behaviours	Regularly celebrate children whose efforts go above and beyond expectations
4.	Build relationships to make all children feel important, valued and like they belong	Share good practice
5.	Are calm, consistent and fair with high expectations	Use behaviour data to target and assess interventions, school wide behaviour procedures and practice
6.	Use shared language when talking about behaviour	Regularly review provision for children who have an individual behaviour plan.
7.	Give first attention to best conduct	Support staff by standing alongside colleagues to support, guide, model and show a unified consistency to children.
8.	Take responsibility for following up with behaviour	Support staff in managing children with more challenging behaviours

We use a one page '*Behaviour Blueprint*' given to all staff (*see Appendix 1*) to ensure consistency in our approach to behaviour management. This document is intended for use by all staff and as such is a working document.

Recognition and rewards for effort

We reinforce, encourage and celebrate good behaviour. Through building strong relationships with our children, staff will know how to make each child feel appreciated and important. The ways in which we might recognise good behaviour **in class** are:

- Work on display or read out as example to the class.
- Applause in class
- A quiet word of personal praise
- Class Dojo class points
- House points

We also recognise and reward children who go **"over and above"** our expectations. As well as the above, this behaviour might be recognised at a whole school level through:

- Recognition board
- Deputy/Headteacher award
- Hot Chocolate Friday
- Celebration assembly certificate
- Extra responsibility

Support, Response and Consequences

The following strategies are used in line with the *Response and Consequences Escalation table*.

Home-school Partnership

Our partnership with parents and carers is very important to us, and we maintain open communication at all stages of the support process. This will be with the class teacher in the first instance and then with the Headteacher and/ or Deputy Head over time.

Stepped Consequences

If children are not following the rules, then the following stepped consequences will be used, with take up time given between each step. Restorative conversations will take place using restorative questions:

1. **"Drive by"** –offered words of encouragement & asked if need help or equipment. 2. **Reminder** of one of 4 rules. Could be non-verbal.
Be your best *Be kind* *Be respectful* *Be a team*
3. **Verbal warning** delivered privately/quietly using ***30 second micro-script:***
'I've noticed that you … *You know one of the school rules is be your best/kind/respectful/team* *Can you remember when you (example of previous good choice following school rules) and how that made you feel?* *I expect you to……* *Thank you for listening.'*
4. **Crossroads** to turn it around - delivered privately/quietly using ***Crossroads script***:
'I've noticed...' *'I'm wondering if...'* *'I can see that you are…'* *'I have asked you to… because I need to keep you safe.'* *'The good/safe choice for you is x because…* *'This is a sad/unsafe choice for you because…'* *'Good/safe choices have good consequences. The good consequence for this good/safe choice is….'* *'I am here to help you because I care about you.'*
5. **Time away** from group to ***Regulate*** and then to ***Reflect***. This could involve missing part or all of playtimes or a fun activity.

We use Dr Bruce Perry's the 3 R's - ***Regulate, Relate, Reason*** model for responding to a child whose behaviour is indicating they are emotionally dysregulated.

Regulate and Relate

Immediately following their own disruptive, aggressive or otherwise negative behaviour, a child/children may need time, and support, to regulate their emotions. This relates to Principle 3 above and is in recognition of the fact that

some of the most disruptive behaviour stems from an acute feeling of vulnerability, resulting in a 'fight or flight' response to a perceived provocation or threat. Staff will use strategies in line with the Thrive approach to support such regulation which will help to lower a child's stress levels and support them to make good choices. The child may be encouraged to carry out an activity such as construction or art to support that regulation.

A carefully constructed dialogue allows adults to ***Relate*** to the child, lending their thinking brain to support the child to calm following the ***Crossroads script***.

Reason - Reflect and Restore

Note the reflect comes after the regulation – children can only reflect when they are calm and feel safe.
Once the child/children is/are emotionally able to reflect they will be supported to do so and age-appropriate restorative questions are used to structure their thinking and to support them in learning from mistakes and making appropriate changes to their behaviour. This **restorative conversation** is usually supported by the class teacher.

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Some children (for example those with difficulties around attachment and trauma) may find the shame they feel in revisiting the incident emotionally overwhelming so thought must be given to how the restorative process is adapted to ensure an appropriate resolution is achieved.

When negative behaviour occurs between two children, it is important to ensure there is a process of restoration, so that the affected child feels able to move on positively and the perpetrator has an opportunity to repair the affected relationship.

Typically, the restorative process will follow the following steps:

1. **De-brief** with other child/ children as appropriate, separately to the perpetrator.
2. **Restorative conversation** with the perpetrator.
3. Explain to both parties how and why the incident occurred.
4. **Facilitate restoration** through either:
   - Mediated face to face conversation
   - Other outcome – written note, object made etc.

If the behaviour is escalated to SLT, the relevant member of SLT will liaise with the class teacher about how best to facilitate the restorative process.

Whilst we try to restore situations as quickly as possible, on occasions it may be necessary for the time away and restorative steps to occur the following day or on a subsequent day. This might be the case for example if an incident

occurred at the end of the day or if a child involved is not sufficiently emotionally regulated to work through the restorative process.

Individual behaviour targets

If there is a cause for concern due to repeated behaviour, an appropriate action plan will be developed with the child, with consequences discussed both for if they do not meet the required action and the positive outcomes for everyone if the behaviour improves. This action plan will be discussed and shared with parents/carers. Teachers will monitor and review progress towards targets and keep senior leaders informed.

Individual Behaviour Plan

Children with behavioural/special needs: Following the laws about SEND and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with special needs will require an Individual Behaviour Plan which will have different targets, rewards and consequences. This has to be flexible and therefore may differ from the behaviour procedures.

An individual behaviour plan pulls together key information and advice to inform short-term targets which are then reviewed and adapted in collaboration with staff, external agencies and parents/carers.

Response and Consequences Escalation table

Behaviour	Adult response and consequences
Low-level *e.g. not complying with adult request, not 'ready for learning', one-off unkind comment/action*	Follow the stepped consequences as far as necessary such that behaviour expectations are being met. **Stepped Consequences for Individuals** 1. **"Drive by"** –offer words of encouragement & ask if need help or equipment. 2. **Reminder** of one of 4 rules. 3. **Verbal warning** to turn it around (delivered privately/quietly using ***30 second micro script***) 4. **Crossroads** (delivered privately/quietly using ***Crossroads script***) 5. **Time Away** from group which could be missing part/all of playtime/activity Support the time away with a **restorative conversation** using restorative questions supported by class teacher. Allow for take up time in between each stage.
Medium Level *e.g. repeated low level behaviour, not respecting property*	
Medium plus *e.g. repeated low/medium behaviour, deliberately hurting someone (physically or verbally), swearing*	When children are dysregulated, minimise verbal interaction. Keep language succinct and clear. Introduce an activity such as a creative or physical activity to facilitate regulation. 1. **Time Away** from group which could be missing part/all of playtime/activity 2. A member of the **Senior Leadership Team (SLT)** informed 3. **Parents/carers informed** 4. **Recorded on CPOMS**, our behaviour management and safeguarding system. Support the time away with a **restorative conversation** using restorative questions If **repeated behaviour** SLT will consider the appropriate next step. In partnership with parents/carers, **individual behaviour targets** may be introduced until a sustained pattern of appropriate behaviour returns.
High Level *e.g. deliberate physical violence intended to hurt others, disrespect towards any adult, deliberate physical or verbal intimidating behaviour, dangerous behaviour, stealing, racism or prejudice*	Move other children away from area swiftly. Intervene using reasonable force if safe to do so and if a child or adult is at risk of being hurt. When children are dysregulated, minimise verbal interaction. Keep language succinct and clear. Introduce an activity such as a creative or physical activity to facilitate regulation. 1. Headteacher/Deputy Headteacher immediately informed 2. **Time Away** from group which could be missing play/activities possibly over a **period of days**. **3. Parents/carers informed** 4. **Recorded on CPOMS**, our behaviour management and safeguarding system. 5. **Internal** or **external suspension or exclusion** may be considered. In determining the most appropriate sanction, the antecedent to the behaviour, the behaviour itself and the consequence of the behaviour will be considered.

Suspensions or Exclusions for unacceptable behaviour

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. A pupil's behaviour outside of school can also be considered grounds for suspension or permanent exclusion.

On occasions, certain behaviours or a pattern of behaviour may fit one of the following behaviours which are considered unacceptable within our school community:

- Physical, mental or online 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 homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- Seriously hindering the safety and learning of others

All such incidents will be logged and the Headteacher will consider the following actions:

1.	Internal suspension	(an extended period of time spent away from peers within the school)
2.	Fixed-term suspension	(a specified period of time when the child remains at home)
3.	Permanent exclusion	(an alternative school placement is sought with immediate effect)

Internal Suspensions

Internal suspensions sit outside of the national Exclusions Policy and are deployed at the discretion of the Headteacher. Where behaviour is identified as being unacceptable within our school community according to the indicators above, an internal suspension may be considered a more appropriate sanction than a fixed term suspension. When making that decision, and deciding upon the length of the internal suspension, the Headteacher will take into account the following:

- The intended impact of the sanction
- The severity of the incident
- Any mitigating circumstances which affected the child's behaviour before or during the incident.
- Any home circumstances which could threaten the child's safety or well-being were an external suspension issued.

Fixed Term Suspension and Permanent Exclusions

A fixed term suspension from the school site for a specified period of time might be appropriate where the situation can be managed within the school community. However, for a clear and sustained breach of the Behaviour procedures where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll might be appropriate. When establishing the facts, the Headteacher will use the civil standard of proof i.e. on the balance of probabilities it is more likely than not that the fact is true. Account will be taken of all contributing factors.

If a child receives more than 45 periods of exclusion in a year (15 a term) permanent exclusion will be considered.

The decision to externally suspend a pupil for a fixed period of time or to permanently exclude a pupil, will only be taken as a last resort from the headteacher and:
• In response to serious or persistent breaches of the school's Behaviour Policy
• If allowing the pupil to remain in the school would seriously harm the education or welfare of another pupil or pupils in the school.

The school follows all the guidance set out in the BWMAT Suspension and Permanent Exclusion Policy.

Responding To Bullying

Using DfE guidance, we define bullying as behaviour that is:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Types of bullying include:

- Physical: hitting, kicking, pushing
- Verbal: name-calling, threats, teasing
- Indirect: spreading rumours, exclusion
- Cyberbullying: online abuse via social media, messaging, or gaming platforms
- Prejudice-based: targeting race, religion, gender, disability, or sexual orientation

The school's Anti Bullying procedures should be read for further details about how we foster an anti-bullying culture and what steps are taken in response to incidents of bullying.

Child-On-Child Abuse

Child-on-child abuse is defined as abuse perpetrated by one child on another. It may include but not be limited to:

- Bullying (including cyberbullying).
- Physical abuse.
- Sexual violence
- Sexual harassment
- Upskirting
- Sexting
- Hazing and initiation-type offense and rituals.

Incidents and allegations of this type will be fully investigated. Investigations would include the involvement of parents/carers and other external agencies where necessary, for example the Local Area Designated Officer (LADO).

Where an allegation of child-on-child abuse is substantiated by the school's investigation, appropriate sanctions will be applied. The school reserves the right to apply any sanctions contained within these procedures as appropriate, including external suspension or exclusion.

Partnership and Communication

Our most effective tool when supporting children in maintaining positive behaviour is reinforcing expectations through partnership with parents and carers. Our expectations for behaviour are shared on our school website and discussed with prospective parents and carers. We nurture open and trusting relationships with parents and carers and initiate communication in relation to emerging patterns of negative behaviour at the earliest opportunity. The escalation of support and consequences is supported by open and frequent communication between school and home.

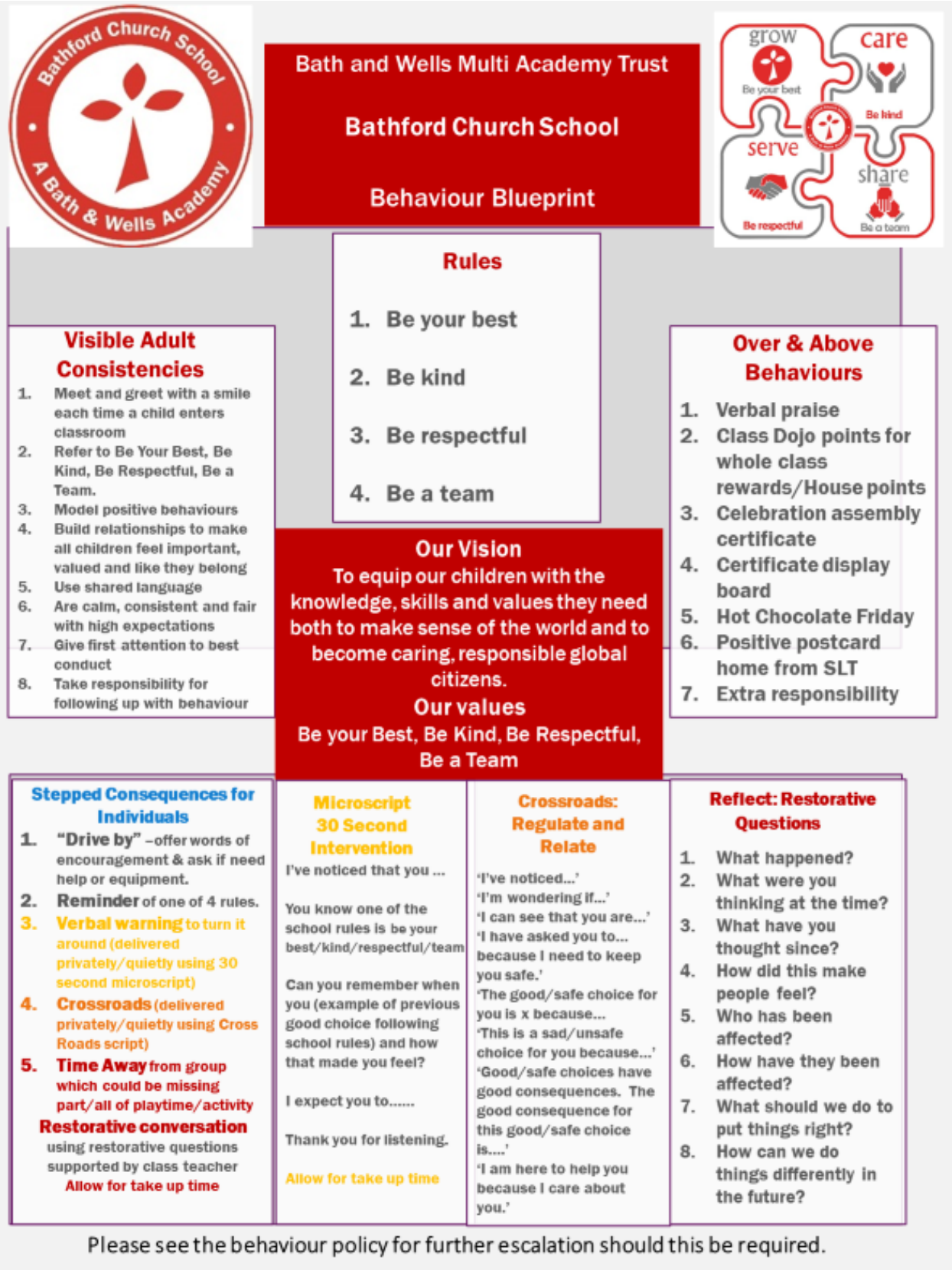
If parents and carers wish to discuss any issues related to behaviour, the first point of contact is the class teacher who will be best placed to provide the necessary background, insight and discuss how best to quickly resolve the issue. If concerns continue, either the class teacher or parent/carer may seek further advice or support from a member of the senior leadership team. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

If a parent or carer is concerned about a serious incident, bullying behaviour or a safeguarding issue, they should contact the headteacher or deputy head immediately to share their concerns and agree next steps.

Links to other policies

- Anti Bullying Policy
- Positive Handling policy
- Attendance
- Exclusions
- Safeguarding and Child Protection
- Supporting pupils with medical conditions
- Uniform
- Acceptable use ICT
- Mobile Devices
- Online Safety

Appendix 1: Behaviour Blueprint



Appendix 2 Individual Behaviour Plan

Risk Assessment and Behaviour Plan

Name of pupil: **Date of Assessment:**
Date of birth:
Date started at Bathford Church School:
Risk Assessment completed by:
Others involved in the Risk Assessment:
Reason for Risk Assessment:

Safe Acceptable Behaviours	Progression / escalation →			Unsafe Behaviours *Disrupt / harm /damage*
	Low Level	Medium Level	Medium Plus	High Level

Flash points/high risk situations

( ) On arrival at school ( ) When told of a change to routine
( ) When observes change in routine (transition time) ( ) Meal times
( ) Non - preferred adult led tasks () Moving between spaces
( ) Ending an activity ( ) Starting an activity
( ) Off site activity ( ) Lunchtimes/playtimes
( ) Toileting time ( ) School Minibus
( ) Home/school transport ( ) Unfamiliar adults
( ) Whole School Gatherings ( ) Getting something wrong/ losing)
( ) When told to wait/being told can't do something

Triggers/reasons given for behaviour

( ) Frustration ( ) Conflict ( ) Pressure/demands
( ) Non - preferred activity ( ) Change to routine ( ) Gender issues
( ) Anxiety ( ) Learned behaviour ( ) Choice required to be made
( ) External - e.g. respite ( ) Regular staff absent
( ) Inappropriate response to challenge
( ) Derogatory remarks from peer

( ) Specific peers ( ) Poor response to environmental changes ( ) Very Tired/Exhaustion
( ) Other - emotional dysregulation ( ) sensory needs

Progression / escalation	**Opinion Or Known** O/K	**Intention** D - deliberate A - accidental I - involuntary U - unintentional	**Likelihood** (L) (1 - 6)	**Severity** (S) (1-6)	**Risk Rating** (L x S)	**Response**
Safe Acceptable Behaviours						

Progression / escalation	**Opinion Or Known O/K**	**Intention** D - deliberate A - accidental I - involuntary U - unintentional	**Likelihood (L) (1 - 6)**	**Severity (S) (1-6)**	**Risk Rating (L x S)**	**Response**
Low Level						
Progression / escalation	**Opinion Or Known** O/K	**Intention** D - deliberate A - accidental I - involuntary U - unintentional	**Likelihood** (L) (1 - 6)	**Severity** (S) (1-6)	**Risk Rating** (L x S)	**Response**
Medium Level						
Progression / escalation	**Opinion Or Known** O/K	**Intention** D - deliberate A - accidental I - involuntary U - unintentional	**Likelihood** (L) (1 - 6)	**Severity** (S) (1-6)	**Risk Rating** (L x S)	**Response**
Medium Plus						
Progression / escalation	**Opinion Or Known** O/K	**Intention** D - deliberate A - accidental I - involuntary U - unintentional	**Likelihood** (L) (1 - 6)	**Severity** (S) (1-6)	**Risk Rating** (L x S)	**Response**
High Level						

Evaluation of reduction in risk
The above responses would reduce the maximum risk to:-

Frequency = Severity = Risk Rating =

Future action

Review Date:

Signed: Risk Assessor.....Date.....

Signed: Headteacher.....Date.....