



Horizon School Behaviour and Relationships Policy

Date of policy	September 2021
Named Manager Reviewing	Karen Lodge
Date of Review	To be reviewed
Date ratified by Management Committee	To be ratified
Date for review	September 2022

Horizon School has recently changed name following the merger of Harbour, First Base, Old Warren House and Attic PRU on 1st September 2021. The Management Committee and Leadership Team have agreed via Chair's action to adopt previously ratified policies. These will be reviewed and amended in line with annual and bi-annual process.

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	5
3. Definitions.....	5
4. Bullying.....	5
5. Roles and responsibilities.....	6
6. Student code of conduct.....	7
7. Rewards and When things go wrong.....	9
8. Behaviour management.....	12
9. Student transition.....	15
10. Training.....	16
11. Monitoring arrangements.....	18
12. Links with other policies.....	17
Appendix A: A Written statement of behaviour principles.....	19
Appendix B: Continuum of Restorative Approaches and narrative.....	14
Appendix C: The Vital Relational Functions.....	20
Appendix D: Relate, Rupture, Repair Cycle.....	22
Appendix E: Table of Behaviour and possible consequences.....	25
Appendix F: Exclusions.....	27
Appendix G: A Glossary of terms.....	33

1. Aims

This policy aims to:

- The purpose of this policy is to provide a framework for our school community that creates a positive ethos at Horizon School so that all members of our school community treat each other with care, consideration and respect.
- Ensure that all Horizon staff recognise behaviour either positive or negative is a form of communication and that poor behaviour will be addressed restoratively in the first instance and in accordance with this policy.
- Ensure that response to poor behaviour is proportionate, dealt with on an individual basis and in line with current legislation.
- To create a culture of exceptionally good behaviour for learning that transfers to the community and life.
- To ensure all are treated fairly, shown respect and positive relationships are promoted by staff and students.
- To support all to take in building, maintaining and repairing of successful and positive learning relationships across the school using a restorative mind-set.
- To build a community which values kindness, good humour, empathy for others, compliance and positive engagement.
- To promote community cohesion based on improved relationships based on the school values of *Aspire, Love Community, Freedom*.
- To ensure inclusion is prioritised and prejudice and intolerance is challenged.
- To ensure that excellent behaviour and conduct is an expectation for all.
- To promote the use of positive language and verbal de-escalation techniques.
- To adopt and implement a restorative approach to negative behaviours.

Thinking of a child as behaving 'badly', being 'naughty' or 'challenging', primes adults to think of discipline, punishment or the child requiring some sort of sanction or negative consequence. At Horizon School, due to our commitment to incorporating recent research, such as The Adverse Childhood Experience Study and trauma studies, as well as effective methods to help children with developmental conditions, our preference is to view disruptive, or unhelpful behaviour as a way for a child to cope with an overwhelming sense of being out of control, uncertain, frightened and distressed: Viewed as '**distressed behaviour**' we can move to working alongside students, helping to regulate overwhelming feelings and sensations together. We advocate 'time-in' with an adult and not 'time-out' so adults can model how to cope with any distress a child may experience.

Strong relationships between staff and students are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand adults are in control at all times, enabling students to feel safe. If a member of staff is having difficulties with an individual or group of children they are encouraged to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school and hopefully out into the wider community and at home.

The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some students, variance on these procedures will

be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of Senior Leadership Team (SLT).

This policy aims to provide children with a safe, containing, nurturing environment where they make strong connections with adults using a **Playful, Loving, Accepting, Curious and Empathic** approach (Dan Hughes, Appendix B).

The policy will support staff to address distressed behaviour using the **Vital Relational Functions** as designed by Thrive within Horizon School Primary. (Appendix B)

As a school we place a great deal of importance on the power of positive relationships and restorative practices. Consequently, this policy places importance on the **Relate-Rupture-Repair Cycle** (Appendix C).

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption of the school community including lessons, break and lunchtimes or the wider school community.
- The use of Inappropriate and/or offensive language directed at others.
- The refusal to follow staff requests or direction.
- Leaving class without justification or agreement
- Aggressive and threatening language or behaviours

Serious misbehaviour is defined as:

- Repeated and sustained breaches of the school rules

- Physical assault
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers or related smoking paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying See Anti-bullying policy at...input hyperlink

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. **Please refer to The Horizon School Anti-Bullying policy**

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (**appendix 1**).

The Management Committee will also review this behaviour and relationships policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The named Manager responsible for monitoring the policy's effectiveness is: *Karen Lodge The chair of the management committee.

*Will be amended when a manager is appointed

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour and relationships policy in conjunction with the Management Committee and named Manager *Karen Lodge giving due consideration to the school's statement of behaviour principles. The review of the policy is delegated to the Deputy Headteacher with the Headteacher having final approval.

*Name of manager will be amended when appointed

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

When implementing this policy staff will have regard to its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN). Staff will inform parents/carers if there are concerns about a child's welfare or behaviour and will work closely to involve them in supporting their child's behaviour (the only exception being if staff believe informing parents/carers may put the child at risk of harm).

Staff are responsible for:

- Implementing the behaviour policy consistently with collective responsibility
- Modelling positive behaviour, conduct and relationships as a role model
- Providing a personalised, inclusive and dynamic approach to support the specific behavioural needs of particular students
- Resolution of issues through restorative practice and language
- Rebuilding relationships when things go wrong with the support of the Senior Leadership Team or staff who have received the 3-day restorative practice training.
- High standards of dress, punctuality and attendance.
- Recording behaviour incidents using the schools electronic logging system.

The senior leadership team will support staff in responding to behaviour incidents in line with the schools aims and expectations as detailed in this policy.

Class Teachers are responsible for

- Leading the restorative process in their classrooms with the support of School Engagement Assistants.
- Ensuring students have a well-structured and calm start to the school day.
- Leading their class in a daily check in and check out.
- Leading a range of strategies to support students' personal development and improve student behaviour.

5.4 Parents and Carers

Parents are expected to:

- Support their child in adhering to the Behaviour and Relationship code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour, conduct or ability to engage with school appropriately.
- Discuss any concerns with staff freely

6. Code of conduct

All students attend an induction meeting where the expectations of behaviour, conduct and engagement are made explicit to all. Baseline behaviour data measured using our *BESST (Behaviour, Emotional, Social and communication, Self-evaluation and Teaching and learning skills) assessment and risk assessments along with academic data are used to develop a *Personal Action Plan (PAP) with targets and strategies to support each student.

*See glossary of terms appendix

6.1 Students are expected to:

- Behave appropriately
- Be polite and respectful to staff and each other
- In class, make it possible for all students to learn
- Move in an orderly fashion around the school community
- Avoid inappropriate language and aggressive behaviours.

- To be in the right place at the right time
- Respect the school environment and property.
- Take responsibility for own behaviour and accept consequences
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, on school trips and with visitors.

The staff have a crucial role and responsibility to model the expectations expected of our learners. These standards are set out in the teacher's standards and the TA professional standards as well as upholding the ethos and values of Horizon School

6.2 Uniform

Students are expected to attend Horizon School wearing the school uniform of the primary or high school they are on roll at. If they don't currently have a named school, then they should wear

- Black or grey trousers or skirt
- Black shoes
- A white shirt (long or short sleeved)
- A plain black jumper/sweatshirt

6.3 Jewellery

Any jewellery worn is expected to be minimal, discreet and appropriate for school in line with mainstream school expectations.

No hoops or dangling earrings are allowed and no piercings other than in earlobes. Students will be asked to remove jewellery if staff have any safety concerns.

6.4 Make Up/Hairstyles

- Subtle, unobtrusive make-up may be worn
- Nail enhancements are not allowed
- Hairstyles including cut and colour are expected to be kept appropriate for a school setting
- No headwear to be worn in school unless approved by the school for medical or religious reasons

Even on non-school uniform days' appropriate clothing for a school environment must be worn by all.

Horizon School believes in setting high standards and we expect all our students to adhere to the uniform expectations.

Students who are incorrectly dressed or refuse to remove additional/unsuitable jewellery may be taught apart from their peers. Horizon School reserves the right to make the final decision on matters regarding uniform, jewellery and make up suitability for school.

6.5 The school and Staff aim to:

- Create a positive learning environment with realistic, achievable and aspirational expectations.
- Promote and celebrate academic success
- Model through example the importance of feeling and being valued as an individual within the school community
- Encourage positive relationships based on kindness, respect and empathy for others.

- Ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and disability.
- Adopt and implement a restorative approach to resolving conflict and behaviour issues where appropriate
- Use positive language and de-escalation techniques to support a learner in managing challenges and conflicts.
- Empower learners to reflect on their actions and encourage them to work positively with staff and keyworkers to identify strategies that allow them to make appropriate choices.

7. Rewards and when things go wrong

The positive ethos of the school's approach to behaviour and relationships is central to the implementation of creating a culture of excellent behaviour, conduct and relationships. Horizon School recognises that incentive based positive reward and recognition of excellent behaviour is paramount to engagement and the culture of celebration is inherent throughout Horizon School. The aim is to inspire our learners to make positive changes to their behaviours, manage their emotions, accept consequences and transfer these skills into their wider lives beyond the school community, enhancing their relationships and opportunities to reach their full potential.

7.1 List of rewards

Jo comment- Nicky/Sandra/Lou- we will need to agree if we can have generic in policy and then appendix for each site as these will differ. These are from previous Attic and Horizon School policy.

Positive behaviour will be rewarded with:

- Praise both private and public
- Use of positive non -verbal communication e.g thumbs up
- Positive posts and notes
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Displaying work
- Prizes and vouchers
- Positive parental meetings
- School trips/excursions
- Class DOJO reward system
- Reward charts

Rewards are an integral part of our ethos at Horizon School and are used as a positive way to recognise, reinforce and praise good behaviour. Horizon School's values are at the core of our reward system and students can earn 2 credits a day by demonstrating these. Each student has a diary in which their credits are recorded. To achieve a credit students need to earn 6 out of 9 points during lesson 1, 2 and break and 6 out of 9 points during lesson 3, lunch and lesson 4. Credits are achieved by demonstrating Horizon School's values most of the time.

At the end of every half term there is a reward activity planned for all those students who have achieved their target number of credits for that half term. Throughout each half term students can also earn special breakfasts and lunches which are also achieved by demonstrating Horizon School's six values.

As well as credits students can earn unlimited raffle tickets during the week which go into a draw every Friday. Tickets can be achieved for their work and attitude in lessons as well as demonstrating Horizon School's values.

In addition to whole school rewards class teachers organise their own short term rewards to reflect the individual needs of their students.

7.2 When things go wrong

Virtually all so-called 'discipline issues' tend to stem from, or result in, interpersonal conflicts, which leave two or more people feeling angry, hurt, resentful anxious or even afraid.

When in conflict people need:

- A chance to tell their story
- Express their feelings
- Understand how the situation happened
- Understand how it can be avoided another time
- To feel understood by the others involved
- An acknowledgement of the harm caused, if not an apology
- To find a way to move on.

We believe the key to a successful outcome is if it is arrived by those people actually involved in the conflict.

The restorative model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

We will use a continuum of responses, approaches and consequences to manage situations as explained below. (See Appendix A & Appendix D)

Make and develop relationships by encouraging a community of care and a sense of shared responsibility for each other's wellbeing using

- Check in
- Check out
- Community Circles
- Restorative conversations

Maintain relationships when minor conflicts occur using

- Responsive Circles
- Shuttle mediation
- Mini restorative conferences
- Restorative conversations

Repair harm and relationships using

- Formal Restorative Conferences

Students are encouraged to use the **chill out rooms** (Jo Comment- we need a consistent name for these rooms) or a designated safe space if they are in any situation that they are finding difficult to manage. This is used as a proactive strategy to try and avoid situations escalating resulting in conflict.

If a serious incident does occur that requires additional responses to those listed above a continuum of consequences may be used including detentions, time out of class and as a last result an exclusion. However, we aim to use restorative practices throughout as our emphasis and approach is always focussed on the resolution of a problem. (See Appendix B for our continuum of consequences).

7.3 Detentions

Staff may issue detentions which can be carried out during break, lunch-time or after school and parental consent is not required for these to happen. If a detention is issued outside school hours' parents will be contacted unless this is a short after school detention (up to 10 minutes) when notice may not be necessary as long as the student can get home safely. A detention may be issued to a student if they haven't completed the assigned work that was expected from them or if their work didn't meet the required standard and needed repeating.

The school may use one or more of the following consequences in response to unacceptable behaviour. The aim is to promote students taking responsibility for their actions and where possible staff will adopt a restorative approach to the resolutions of issues regarding individual behaviour where appropriate and relevant.

- A verbal reminder
- A restorative conversation or meeting
- Completing work in a room other than the classroom
- Expecting work at break or lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Implementing a de-escalation plan
- Retreat or Reflection time out
- Community service
- Fixed term exclusion
- Refer to an external agency or support service for intervention work.

7.4 Exclusion (see Appendix 4)

Internal exclusion

If it was felt beneficial to promote the safe and secure learning environment then a possible outcome might be for a student to work away from the class for a period of time.

Exclusions

As a last resort the following behaviours may lead to exclusion:

- Actual or threatening behaviour towards students, staff or visitors
- Verbal abuse towards students, staff or visitors
- Persistent refusal to follow instructions
- Damaging property

Only the Headteacher, Deputy Headteacher or Assistant Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, they may exclude a child permanently. It is also possible for them to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. (Please refer to the DfE Exclusion guidance "Exclusions from maintained schools, Academies and student referral units in England)

7.5 Off-site behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or in a taxi on the way to or from school.

7.6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our *safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. <https://theHorizonSchoolpru.org.uk/ourpolicies/safeguarding>

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

If in the event an allegation is made against the Headteacher it will be referred to the Chair of the Management Committee Karen Lodge, Karen.lodge@horizonschool.org.uk.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone, culture and context for positive behaviour and conduct within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Provide appropriate and personalised resources
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, modelling and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement and reward
- Using restorative practises

8.2 Physical restraint

Please see <https://theHorizon Schoolpru.org.uk/ourpolicies/>

All staff receive physical intervention and de-escalation training by accredited trainers through the National Federation for Personal Safety (NFPS).

NB Some staff within Horizon School Secondary have been trained via TEACH and will be retrained by accredited trainers through the National Federation for Personal Safety (NFPS) in Autumn Term 1, 2021.

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

As a last resort Reasonable Force may be used to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or the safety of others or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight; and
- restrain a student at risk of harming themselves through physical outbursts.

If reasonable force is required to be used Use of reasonable force Advice for headteachers, staff and governing bodies 2018 will be followed.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Searching and Confiscation

School staff can search students for any item if the student agrees. The Headteacher, Deputy Headteacher, Assistant Head and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

In addition to the above prohibited list the following items are banned from our school, and therefore should not be brought into Horizon School:

- Aerosols
- Chewing gum
- Laser Pointer pens
- Cameras
- Energy/fizzy drinks

No other items (apart from appropriate school equipment) are to be brought into school without prior consent.

8.4 Mobile Phones/Electronic devices

We appreciate the need for some students to have access to Mobile phones on their way to/from school. For this reason, all students are given the opportunity to hand in their mobile phone to the main school office on their arrival at school. Their phone will be stored securely, and then returned to them by a designated member of staff at the end of the school day. No phones should be seen in school. Phones should not be used in school and if seen will be confiscated, the same applies to electronic devices.

8.5 Searching of Students' property

Staff appointed by the Headteacher, Deputy Headteacher, Assistant Head, which at Horizon School is all teaching and support staff, have the right to search property belonging to any student, for any of the above banned items, with the students' consent. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the member of staff to ask the student to turn out his or her pockets or if the member of staff can look in the student's bag or drawer and for the student to agree.

If the student refuses to comply with the search of their property, the member of staff should reiterate the importance of the matter to the student and explain the process. If the student further refuses to comply then the matter should be escalated to the Headteacher, Deputy Headteacher, Assistant Head, if the student continues to refuse to comply. Under the Education Act 2011, the school have authority to apply an appropriate punishment for refusal to comply with searches of property.

8.6 Confiscation of prohibited and banned items

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school.

Where a member of staff finds an item which is banned under the school rules they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

If we have to confiscate an item or search a student or their possessions **Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies February 2014 will be followed.**

8.7 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the student.

As part of the school's induction process the Special Educational Needs Co-ordinator (SENCO) produces a Student Action Plan (PAP) and completes a range of assessments with every student to identify any unmet needs and triggers to challenging behaviours. The PAP provides an overview of this information and includes personalised strategies for staff and student to implement to encourage positive behaviours based on knowledge of the individual student. Further information regarding these processes can be found in our SEND Information policy, SEND policy, Admissions policy and Assessment policy; these can be found on the Horizon School website

Where necessary, support and advice will also be sought from other professionals which may include: Specialist Teachers, an Educational Psychologist, Early Help, Youth Offending, Educational Welfare Officer (EWO), Inclusion Facilitator, medical practitioners and/or others, to identify or support specific needs. This is completed in partnership with parents and carers and any plan that is implemented is reviewed on a regular basis.

8.8 Bullying or unacceptable Behaviour Outside School Premises

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable." (Section 90 of the Education and Inspections Act 2006.)

This power can relate to any bullying/behaviour incidents involving a student from the school occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying or poor behaviour outside school is reported to school staff, it will be investigated and acted on. The Executive Head or Head of School will also consider whether it is appropriate to notify the police or relevant persons in the Local Authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Where it is deemed appropriate we will always endeavour to use a restorative response to incidents that occur outside our school.

9. Student transitions

9.1 Into The Horizon School

Students are referred to The Horizon School for a variety of reasons including school refusal, permanent exclusion or being at risk of permanent exclusion from mainstream school. Students may

also be referred to at the Horizon School at any time within the school year. Consequently, it is essential that we support each student to make the transition into Horizon School successful. In order to achieve this, we gather information and views from the students, parent or carer, dual registered school (if applicable) and any other professionals that have been working with the student to develop a PAP. This information is shared with all staff prior to the student attending Horizon School, so that staff are informed on the best strategies to support the student. Every student is allocated a Key Worker to work closely with the student and their family. Further information can be found in our Admissions policy on the Horizon School website.

9.2 To Mainstream School

Our aim wherever possible is to support our students to return to a Mainstream school. In order for this to be successful, we share the student's PAP once every half term whilst the student attends Horizon School, with the mainstream school and parents and carers. The school and parents and carers are invited to comment on the progress that the student has made and the school and parents and carers are also invited to two review meetings each year. When it is considered that the student has developed the skills necessary to be successful in a mainstream school, we start a transition back into the mainstream school which will be at the pace that is right for each student. All of the parties we meet regularly to review the transition and listen to the views of the student and when all parties feel that that transition is successful the student will return to the mainstream school for their educational provision.

9.3 Post-16

We work with our students to facilitate a successful transition to a post-16 provision. This is supported by visits to post-16 provisions throughout year 11, accompanying students to taster days and sharing information with the post-16 providers that will help to support the student. Once the student has enrolled at a post-16 provision our Family Engagement Officer makes regular checks with the student and family during the first half term of post-16 and offers support to students where necessary.

10. Training

We recognise that providing staff with appropriate training is a key factor in enabling staff to support our students effectively. As part of our ongoing CPD (continuing professional development) the following training can be delivered to understand and support behaviour and is regularly revisited:

Reasonable Force and the Law by *accredited trainers through the National Federation for Personal Safety (NFPS)*.

NB Staff within Horizon School Secondary have been trained via TEACH and will be retrained by accredited trainers through the National Federation for Personal Safety (NFPS) in Autumn Term 1, 2021.

Transactional Analysis 101 - Giles Barrow

Human Toolbox – Vivienne Berry

Thrive – <https://www.thriveapproach.com>

Staff are also actively encouraged to source their own training interests and requirements and are supported where possible to do this.

11. Monitoring arrangements

This Relationships and Behaviour policy and the written statement of behaviour principles will be reviewed annually by the Deputy Headteacher and Karen Lodge and amendments made where necessary. The policy will then be ratified by the Management Committee once the reviewed policy has been approved.

12. Links with other policies

All policies can be found on the Horizon School website

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- SEND Information Report
- Assessment policy
- Admissions policy
- Positive Handling policy
- Staff conduct policy

Appendix A

A written statement of behaviour principles

Horizon School staff recognise that ALL behaviour either positive or negative is a form of communication, however poor behaviour will be addressed in the first instance in accordance with this policy.

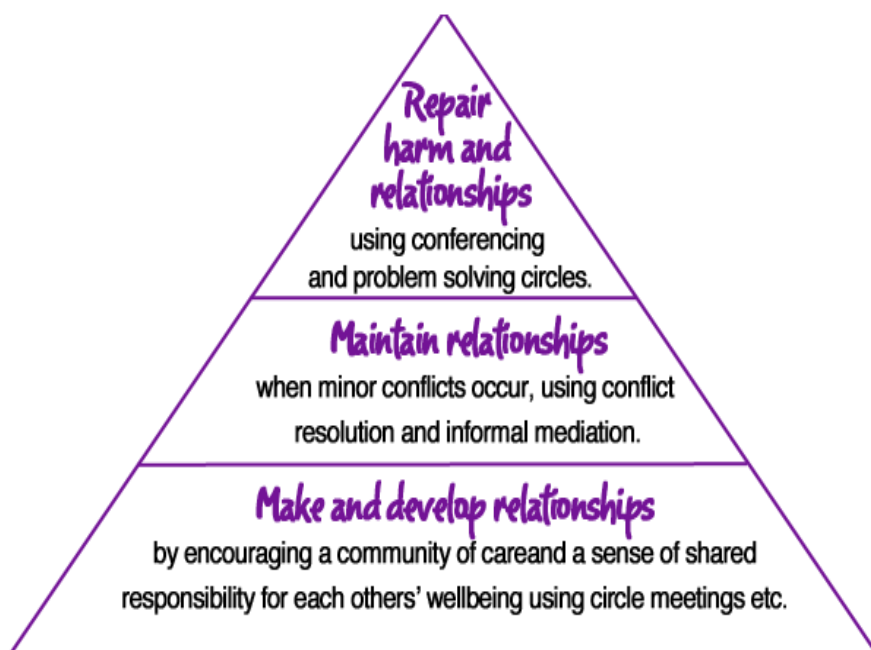
- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- students are supported to take responsibility and accept the consequences of their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

This written statement of behaviour principles is reviewed and approved by The Management Committee annually.

Appendix B

Continuum of Restorative Approaches



A Restorative Approach

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an **approach** to conflict resolution that includes all of the parties involved. The Horizon School uses a restorative approach to inappropriate behaviour and conduct this promotes good behaviour and resolves unacceptable behaviour in a fair and consistent way. It promotes positive relationships, conflict resolution and supports students in taking ownership over their own behaviour and accepting the consequences of their actions. This approach is inherent throughout The Horizon School and contributes to a positive culture and whole school ethos and approach to conflict resolution.

Restorative Practice in Schools is about:

- building safer schools and positive learning environments
- changing behaviour not punishing. Restorative not punitive
- adults modelling restorative approaches and appropriate conduct and behaviours
- finding ways to repair harm
- building community cohesion

Why use a restorative approach?

- Consequences doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the consequence
- Individuals don't have to face full effects of actions
- Individuals may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If negative behaviour persists, student may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix C

The Vital Relational Functions (VRFs)

At Horizon School the relationship with a child is paramount and forms the basis of significantly contributing to the development of a healthy sense of self for the child. The Thrive Approach have created a set of ways of relating to help promote this way of being in relationship with a child. These are known as the Vital Relational Functions (VRFs). They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

Attunement, Validation, Containment and Soothing

These skills are a way of relating to our students at all times.

- **Attune:** This is being alert to how a child is feeling: We want to attune to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- **Validate:** This is known in Thrive as the '**Magic Bullet**' – we try to validate their perspective/experience/feeling even if we disagree with what they have done. In this moment our focus is to reassure the child 'we get them'. We understand how they are feeling, their experience of what has happened. It is not the time to tell them how they should have behaved or done better! This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading, contradicting.
- **Containment:** Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.
- Develop a positive significant relationship
- Set the emotional tone of your engagement with the child – avoid being pulled into a feeling by the child's state. Know how you want your engagement to be. Consciously act to develop that.

- Separate out the behaviour the child uses from the child him/herself in your response:
continue committed contact with the child even as you stop the unacceptable behaviour.

Adopt a helpful attitude: PLACE (Dan Hughes, 1998)

At Horizon School we have adopted PLACE as a 'way of being' towards our students in our unit. Dan Hughes created this approach while working with adopted children and parents and discovered it helped children grow a healthy sense of themselves. He suggests these 5 qualities make up the best background atmosphere for emotional learning and therefore educational learning– **PLACE**:

P=Playful L=Loving A=Accepting C=Curious E=Empathic

Hughes D. A. (1998: 92) Building the Bonds of Attachment- awakening love in deeply disturbed children pub Aronson New Jersey; London

Appendix D

Relate - Rupture – Repair Cycle

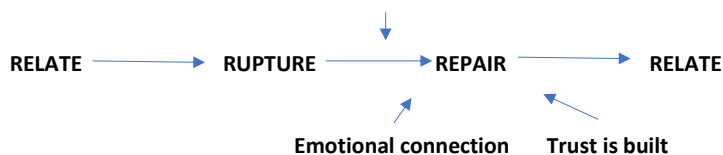
Attachment research shows that in healthy, ‘good enough’ relationships, the ordinary cycle of attunement travels through three phases. Roughly one-third of time is spent in actual relating (attuned connection), one-third in rupture (mis-attuned connection) and one-third in repair (recovering attuned connection). Repair is the most important phase in the cycle. Repair not only rewires patterns of behaviour, it also establishes trust. You come to know that you can fall out with someone while still trusting that your connection with ‘the other’ does not risk being severed forever. Rupture does not have to equate to the terror of abandonment.

Every healthy relationship follows a predictable, productive pattern. This pattern is the hallmark of a healthy, stimulating, growing, resilient relationship.

Relate — Rupture — Repair

- **Relate:** This is everyone’s favorite part of the relationship cycle. It’s the feeling you have when things are going smoothly. You’re enjoying each other’s company and you are getting along. No fighting, no friction. Everyone would like to believe that this is how relationships are supposed to be. But actually, this stage must be earned not just once, but over and over again.
- **Rupture:** It is actually not humanly possible for the Relate stage to last forever. Every single coupling of human beings on this earth is on a path toward rupture. It’s not a matter of whether a rupture will occur; it is a matter of when. But the good news is that ruptures are not bad. They are actually opportunities to deepen, enrich and enliven the relationship. Feeling is the glue and spice that makes every relationship valuable and worthwhile.
- **Repair:** The Repair phase is where the real work happens. Working out a new understanding or a compromise, or deciding to work toward a change communicates care, shows commitment and builds trust with each other. When this phase is done right, a child will continually learn more and more relationship skills that they can use over and over again, making problems become less and less painful as they happen. Going through rough waters with another and coming through to the other side intact propels a person into the Relate phase.

Resilience develops in the shift from Rupture to Repair



This doesn’t mean we have to be perfect but if the child is unable to repair we must be willing to.

Build in repair periods for every day.

At the end of things / sessions – concentrate on repair

Say at the end of lessons/thing




“Thanks for listening”

“I enjoyed that”

“I look forward to seeing you next lesson”

The aim is to help children to realise that “making up is more important than messing up”.

Appendix E

Behaviour	Level	Potential Consequences
Making racist, disabalist or homophobic etc... comments Dangerous behaviour Swearing at or hurting staff Bullying Deliberate damage Threatening staff or students Refusal to leave premises when asked Repeated and persistent smoking on site Use of smoking paraphernalia in a dangerous manner	Level 3 Possible Outcomes 	Internal Exclusion Meeting with parents Timetable change Billing for damage Police involvement Restorative meeting Reintegration meeting with parent/carers External exclusion
Destroying others work Damage to property Aggressive to students Swearing at students Refusing to exit room when asked Ignoring staff Walking off site Smoking on site Refusing to hand in smoking paraphernalia	Level 2 Possible Outcomes 	Telephone call to parent/carer Time out of class Detention Change to timetable Restorative meeting
Swearing Walking out of class Destroying your work Refusing to work Distracting others from learning Making it difficult for others to learn Refusing to follow instructions Not wearing uniform Throwing or littering Bringing in smoking paraphernalia	Level 1 Possible Outcomes 	Clearing up mess Staying after class to complete work Refusal of entry Phone call Home Time out/cooling off Change of seat or room Restorative chat Use of timer to show how much time will need to be made up

Appendix F : Exclusions

Aims

The Horizon School aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by the Management Committee, staff, parents, carers and students
- Students in school are safe and happy
- Students do not become NEET (Not in Education, Employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude students:

Section 52 of the Education Act 2002, as amended by the Education Act 2011

The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded students

Section 579 of the Education Act 1996, which defines 'school day'

The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014

The decision to exclude

Only the Headteacher, or Acting Headteacher, can exclude a student from school. A permanent exclusion will be taken as a last resort.

The Horizon School is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent or carer to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a student will be taken only:

In response to serious or persistent breaches of the Horizon School's Relationship and Behaviour policy, **and**

If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

Allow the student to give their version of events

Consider if the student has special educational needs (SEN)

Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and responsibilities

The Headteacher

Informing parent/carers

The Headteacher will immediately provide the following information, in writing, to the parents or carers of an excluded student:

The reason(s) for the exclusion

The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
Information about parents' or carers right to make representations about the exclusion to the Management Committee and how the student may be involved in this

How any representations should be made

Where there is a legal requirement for the Management Committee to meet to consider the reinstatement of a student, and that parents or carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents or carers by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents or carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If another form of alternative provision is being arranged, the following information will be included when notifying parents or carers of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' or carers consent.

Informing the Management Committee and Local Authority

The Headteacher will immediately notify the Management Committee and the Local Authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a student

- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the Management Committee and LA once a term.

The Management Committee

Responsibilities regarding exclusions are delegated to the Management Committee consisting of at least 3 managers.

- The Management Committee has a duty to consider the reinstatement of an excluded student (see section 6)
- Within 14 days of receipt of a request, the Management Committee will provide the secretary of state and the LA with information about any exclusions in the last 12 months.
- For a fixed-period exclusion of more than 5 school days, the LA will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a student

The Management Committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination or national curriculum test
- If requested to do so by parents or carers, the Management Committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the Management Committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the chair of the Management Committee (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the student.

The Management Committee can either:

- Decline to reinstate the student, or

- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the Management Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The Management Committee will notify, in writing, the Headteacher, parents or carers and the LA of its decision, along with reasons for its decision, without delay.

Commented [KL1]: typo

Where an exclusion is permanent, the Management Committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' or carers' right to ask for the decision to be reviewed by an independent review panel, and:
- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEND are considered to be relevant to the exclusion
- That, regardless of whether the excluded student has recognised SEND, parents or carers have a right to require the Local Authority to appoint an SEND expert to attend the review
- Details of the role of the SEND expert and that there would be no cost to parents or carers for this appointment
- That parents or carers must make clear if they wish for a SEND expert to be appointed in any application for a review
- That parents or carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents or carers may also bring a friend to the review

That if parents or carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents or carers apply for an independent review, the LA will arrange for an independent panel to review the decision of the Management Committee not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents or carers by the Management Committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the Management Committee category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of The Horizon School or Management Committee of the Horizon School.
- Are the Headteacher of the Horizon School, or have held this position in the last 5 years
- Are an employee of the Horizon School or the Management Committee, (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Horizon School school, Management Committee, parents or carers or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the Management Committee's decision
- Recommend that the Management Committee reconsiders reinstatement
- Quash the Management Committee's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)
-

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents or carers were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents or carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the Management Committee will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the student, parents or carers, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion

- Targets will set with the student for the student

- Strategies will be implemented following discussion with the student and parents or carers
- The student's de-escalation plan will be amended if necessary
- Identify any barriers to learning
- Identify any known triggers and discuss how to manage these

Monitoring arrangements

The Deputy Headteacher monitors the number of exclusions every term and reports back to the Headteacher and the Management Committee. They also liaise with the local authority to ensure suitable full-time education for excluded students.

Independent review panel training

The LA must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, Management Committees and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix G

A glossary of terms

Acronym	Full Name
BESST	Behaviour, emotional, social, self-assessment and teaching and learning skills assessment
EHCP	Education Health and Care Plan
EWO	Educational Welfare Officer
PAP	Student Action Plan
PEP	Personal Education Plan
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability