



Horizon School Behaviour and Relationships Policy

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Our vision is to provide the best education and experience to support every child to achieve their potential.

Our Mission: To provide an inclusive community of learning with high expectations where everyone feels:

Safe
Loved
Valued
Respected
And Inspired

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INTRODUCTION

KCSIE makes it clear that all school staff have a responsibility to provide a safe environment in which students can learn. We aim to provide our students with the highest standards of education where they can achieve, learn and thrive.

There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that student's behaviour should be understood and can be modified, managed and enhanced to enable them to access learning and reach their potential. With the focus on a whole school approach to behaviour and safeguarding that is clear and understood by all.

1. AIMS

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all students a sense of responsibility to themselves, to our school and to the wider community. This is achieved through managers, staff, students, parents/carers working together in partnership.

We aim to:

- Provide a framework for our school community that creates a positive ethos at Horizon that encourages a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Encourage all members of our school community to treat each other with care, consideration and respect.
- Enable pupils to recognise and appreciate appropriate behaviour and staff recognise behaviour either positive or negative in accordance with this policy.
- Encourage independence and self-discipline so each child learns to accept responsibility for their own behaviour, choices and learning and have a proper regard for authority.
- Provides a consistent approach to regulation support and the management of behaviour across the school, and that measures are in place, both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- 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.
- Prevent all incidents of bullying, prejudice-based discrimination, aggression, and derogatory language (including name calling) and cyberbullying
- To ensure all are treated fairly, shown respect and positive relationships are promoted by staff and students that encourages students to feel safe in school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.

- To build a community which values kindness, good humour, empathy for others, with positive engagement and relationships
- To ensure inclusion is prioritised and prejudice and intolerance is challenged.
- Ensure the use of positive language and verbal de-escalation techniques to support regulation.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and students to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice

1. Consistent approach to behaviour and regulation management
2. Strong school leadership and management
3. Classroom management and positive behaviours for learning
4. Rewards and consequences
5. Behaviour and regulation strategies & the teaching of good behaviour
6. Staff induction, development and support – including regular training for staff on behaviour
7. School systems and social norms – including rules, routines, and consequence systems
8. Liaison with parents/carers and external support agencies
9. Managing pupil transition and positive communication with dual placement schools including induction and re-induction into behaviour systems, rules, and routines;
10. Student support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;

2. LEGISLATION AND STATUTORY REQUIREMENTS

Our Behaviour and Relationships Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

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.
- 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 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 such as vapes
 - 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

At Horizon School we place the safety and wellbeing of all our students at the heart of everything we do. We recognise, value and promote the fact that all children have the right to go about their daily lives without fear of being threatened, assaulted or harassed, to have an education, to be protected from violence, abuse and neglect and not be discriminated against on any grounds.

There is a clear protocol for all staff to ensure an incident of bullying is addressed with expected actions and follow ups included. The protocol and respective forms can be found here:

[Anti-Bullying protocol](#)

[Anti-Bullying Documentation](#)

[Anti-Bullying Student Statement form](#)

We also recognise that children and young people have the right to their own views, beliefs and freedom of expression and will do all we can to empower pupils to have a major role to play when it comes to tackling bullying in this school. Students must feel secure to report incidents of bullying to staff. The protocol included advice for students and how and who they can report it to.

The student advice information can be found here:

[Anti-Bullying advice link](#)

Students and Parents and Carers can also access an online reporting form to report any incidents of bullying to support them in feeling able to report incidents safely. Or can be found here:

[Online reporting form](#)

There is no legal definition of bullying, however, it's usually defined as as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is repeated and intended to hurt someone either physically or emotionally

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting
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

CYPERBULLYING

Any incidents of online /cyber bullying or using electronic devices will be taken seriously and dealt with accordingly as stated in Horizon school Online safety policy. These incidents will be investigated by The Online Safety lead or any Designated safeguarding lead.

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 accountable for its implementation.

5.2 THE HEADTEACHER

The Headteacher is responsible for reviewing this behaviour and relationships policy in conjunction with the Management Committee giving due consideration to the school's statement of behaviour principles

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

Staff are responsible for:

- Implementing the behaviour policy consistently with collective responsibility
- Modelling positive behaviour, conduct and relationships acting as a role model
- Providing a personalised, inclusive and dynamic approach to support the specific behavioural needs of individual students
- Resolution of issues through restorative practice and language and verbal de-escalation techniques
- Rebuilding relationships when things go wrong with the support of the Senior Leadership Team or pastoral support staff members
- 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 Lead Learning Support 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.

All students have Regulation Support Profile (RSP) accessible by all school staff that details a wide range of personalised strategies to support de-escalation and regulation

*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 their dual registered school either. 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
- Hoodies are not permitted

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. 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.

7. REWARDS

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.

THE 7Cs AND REWARDS

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. The rewards process at Horizon school uses the 7Cs as the foundation for its reward system.

The 7Cs is a strength-based assessment process that incorporate a shared language of learning that focuses on 7 key components: cognition, communication, creativity, control, compassion, co-ordination and the curriculum. The 7 Cs Provides a framework to create a holistic profile of the child and their needs it empowers professionals to confidently demonstrate progress for barriers to learning that are otherwise difficult to measure. Students can gain rewards under the 7Cs themes and work towards larger rewards.

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

7.3 Detentions

Staff may issue detentions which can be carried out during break, lunchtime 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 if 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. We will use a continuum of responses, approaches and consequences to manage situations as explained below. (See Appendix A & Appendix D).

- A verbal reminder
- A restorative conversation or meeting
- Targeted interventions
- 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
- A Parent/Carer meeting
- Agreeing a behaviour contract
- Retreat or Reflection time out
- Reparations activity - (putting things right after an incident)
- Fixed term suspension
- Refer to an external agency or support service for intervention work.

7.4 Suspension (see Appendix F)

Internal – An alternative location

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 in an alternative location.

Suspensions

As an alternative provision we aspire to have zero suspensions, however due to the safety of students and staff we reserve the right to reluctantly suspend a student in line with the national guidance below:

[https://dera.ioe.ac.uk/id/eprint/29715/1/Exclusion from maintained schools academies and pupil referral units guidance.pdf](https://dera.ioe.ac.uk/id/eprint/29715/1/Exclusion%20from%20maintained%20schools%20academies%20and%20pupil%20referral%20units%20guidance.pdf)

Our aim is to ensure that every alternative is considered before the decision to suspend on a fixed term basis is made.

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

- Arson
- Assault on a student or adult
- Drug taking or supply
- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Racist, Homophobic, Sexist etc)
- Harmful sexual behaviour
- Systematic bullying including cyber bullying
- Damage to academy premises
- Persistent refusal to comply with instructions

Only the Headteacher or Deputy Headteacher (in the absence of the Headteacher) has the power to suspend a child from school.

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 Hassan Shami, hassan.shami@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
- The use of positive language
- 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 a restorative approach
- Incorporating trauma informed practice and approaches

8.2 Physical restraint

All staff receive BehaviourSafe in Education, Behaviour & the Law and Advanced Physical De-escalation Techniques by accredited trainers through the National Federation for Personal Safety (NFPS).

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 to physically intervene or restrain is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances and to avoid a greater harm

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/vapes
- 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 duty staff on their arrival at school. Their phone will be stored securely, and then returned to them by duty 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 because 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 consider 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 must confiscate an item or search a student or their possessions, then [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools) 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 adapted to cater to the needs of the student.

As part of the school's personalised induction process the Special Educational Needs Co-ordinator (SENCO) produces a Personalised 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

A regulation support profile is completed which details any previously successful strategies that support an individual in regulating their emotions and managing their behaviour in a way that builds independence in understanding their triggers and how to support themselves to regulate.

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 Headteacher 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 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. 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 and RSP. 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 has a Tutor or Class teacher who will work closely with the student and their family.

There is an extended Pastoral Team led by The Assistant Head that includes School Engagement Practitioners ,SENDco , Intervention team and The CIAG co-ordinator who provide personalised pastoral support for all students.

9.2 To Mainstream School

Towards the end of the placement at Horizon School, a school engagement practitioner (SEP) liaises with the dual registered school, and parents and carers to create a transition plan that is supportive in ensuring that the student has every opportunity to be successful. Details of strategies and recommendations for support and outcomes of assessments are shared with all.

9.3 post-16

Horizon School will liaise with the dual registered school to support a successful identification and transition to a post-16 provision however the dual registered school retains the responsibility for this. All Students have access to our Careers, information, Advice and Guidance lead for more intensive support where required.

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) training will be delivered to understand and support behaviour and is regularly revisited including safeguarding, Trauma informed practice and BehaviourSafe in Education, Behaviour & the Law and Advanced Physical De-escalation Techniques by accredited trainers through the National Federation for Personal Safety (NFPS).

11. MONITORING ARRANGEMENTS

This Behaviour and Relationships policy and the written statement of behaviour principles will be reviewed annually by the Assistant Head and named manager 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 or by request

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Online safety policy
- SEND policy
- SEND Information Report
- Assessment policy

- Admissions 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 always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour and relationships policy
- The behaviour and relationships policy is understood by students and staff
- The b policy behaviour and relationships policy explain that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- 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: 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 always relating to our students.

- **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

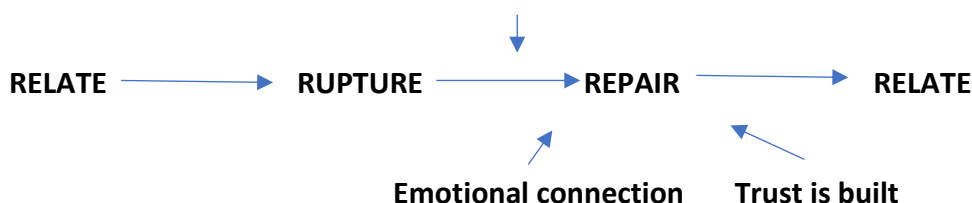
Attachment research shows that in healthy, ‘good enough’ relationships, the ordinary cycle of attunement travels through three phases. Roughly one-third of time is spent in actual relating (attuned connection), one-third in rupture (mis-attuned connection) and one-third in repair (recovering attuned 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 this stage must be earned not just once, but repeatedly.
- **Rupture:** It is 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 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 repeatedly, 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 levels

Level	Behaviours	Potential Consequences	Responsibility for actions
1	<ul style="list-style-type: none"> • Impolite to staff/name calling • Destroying own work • Impolite to peers/name calling • Inappropriate content on devices • inappropriate topic of conversation • Leaving class • Not wearing the correct uniform • Making sexualised comments /jokes • Refusal to attend lesson • Refusal to comply with the expectations of the start of the day routine • Refusal to hand in devices /mobile phones • Refusal to follow staff requests • Refusal to engage with learning • Swearing • Attempting to abscond • Refusal to leave classroom if requested • Throwing objects • Refusal to hand over objects as requested by staff • Attempted self-harm 	<ul style="list-style-type: none"> • Verbal reminders • Restorative conversation • Repair damage /tidy mess • Alternative area/room to work • Regulation support time out • Phone call home • Bespoke intervention session 	<ul style="list-style-type: none"> • Tutor • Subject teacher • Intervention team • SEPs
2	<ul style="list-style-type: none"> • Aggressive to students • Absconding from classroom • Destroying others work • Damage to property • Ignoring staff • Repeated refusal to engage in learning • Repeated refusal to exit when requested • Repeated refusal to hand in mobile phone • Repeatedly self-exiting classroom without permission • Self-harm • Repeated verbal abuse to staff • Swearing at staff • Verbal abuse to peers • Swearing at peers • Verbal threats to staff • Verbal threats to peers • Deliberate disruption to learning • Issues with transport to and from school 	<ul style="list-style-type: none"> • Verbal reminders • Restorative conversation • Repair damage /tidy mess • Alternative area/room to work • Regulation support time out • Phone call home • Bespoke intervention session • Report card to tutor • Parental meeting with tutor 	<ul style="list-style-type: none"> • Tutor • Subject teacher • Intervention team • SEPs

3	<ul style="list-style-type: none"> • Absconding from school site • Absconding from transport • Attempting to staff lanyards or band • Accessing nonstudent areas • Deliberate intent to damage property • Deliberately destroying displays • Targeted spitting at staff /peers • Child on child abuse • Persistent disruption to the school community • Physical assault – staff • Physical assault -student • Verbal assault – staff • Verbal assault – student • Repeated self –harm • Secreting risk items • Theft • Vandalism • In possession of smoking /vaping items 	<ul style="list-style-type: none"> • Verbal reminders • Restorative conversation • Repair damage /tidy mess • Billed for damage and repairs • Alternative area/room work • Regulation support time out • Phone call home • Bespoke intervention session • Report card to tutor • Parental meeting with tutor • Report to SLT • Parental meeting with Assistant Head • Alternative location • Break/lunchtime activities changed • Time out in The Beacon • Parental meeting with Headteacher • Referral to external support • External activities such as Forest school with drawn due to Health and safety concerns and risk factors. • Fixed term suspension • Reintegration meeting 	<ul style="list-style-type: none"> • Tutor • Subject teacher • Intervention team • SEPs • Assistant Head
4	<ul style="list-style-type: none"> • Theft • Bullying • Cyber bullying • Assault on staff • Assault on student • Damage to property • Concealment of banned items • Persistent and sustained disruption to learning • Possession of weapons or items that could cause personal injury or damage • Smoking on site • Persistent and sustained refusal to follow staff instruction/school protocols 	<ul style="list-style-type: none"> • Restorative conversation • Billed for damage and repairs • Alternative area/room work • Phone call home • Bespoke intervention sessions • Report card to SLT • Alternative location • Break/lunchtime activities changed • Time out in The Beacon • Parental meeting with Headteacher • Referral to external support • External activities such as Forest school with drawn due to Health and safety concerns and risk factors. • Fixed term suspension • Police involvement • Permanent exclusion 	<ul style="list-style-type: none"> • Senior leadership team • Deputy Headteacher • Headteacher

APPENDIX F: Suspensions

Aims

The Horizon School aims to ensure that:

- The suspension process is applied fairly and consistently
- The suspension 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: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#) It is based on the following legislation, which outline schools' powers to suspend 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 suspended 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 suspend

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

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 suspension 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 suspend 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 suspension, 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 a suspended student:

The reason(s) for the suspension

The length of a fixed-term suspension 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 suspended that for the first 5 school days of a suspension, 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 suspension is followed by a decision to permanently exclude a student
- Suspensions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Suspensions 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 suspensions, the Headteacher will notify the Management Committee and LA once a term.

The Management Committee

Responsibilities regarding suspensions 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 suspensions in the last 12 months.
- For a fixed-period suspensions 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 suspension 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 suspended 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 suspension was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether 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.

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 suspensions have occurred because 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, 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 suspension

Following a fixed-term suspension, 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 and add to their PAP and RSP

Monitoring arrangements

The Assistant Head 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
EHCP	Education Health and Care Plan
EWO	Educational Welfare Officer
PAP	Student Action Plan
PEP	Personal Education Plan
RSP	Regulation Support Profile
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SEP	School Engagement Practitioner
CIAG	Careers, Information, Advice & Guidance