New Horizons Children's Academy

Behaviour Policy

Belong, Aspire, Achieve

Date of Policy: May 2026

Review Date: May 2027

NEW HORIZONS CHILDREN'S ACADEMY
Behaviour Policy

Aims
At New Horizons Children's Academy, we have the highest expectations for the conduct and behaviour of our pupils. Our school is a positive and safe environment where everyone is treated respectfully. We want every member of our school community to "Be their Best Selves" and to be able to thrive academically and socially, developing a strong sense of right and wrong whilst being able to show compassion for others when appropriate. Learning is our core business and therefore disruption in lessons is not tolerated and proportionate action is taken when needed. Pupils are taught how to be successful in all aspect of school life, including behaviour and conduct.

The purpose of this policy is to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- Otherwise regulate the conduct of pupils

This policy is available on our website and is shared with parents at the start of each academic year or when their pupil joins the school.

School Systems and Rules
At New Horizons Children's Academy, we have clear rules that are displayed around the school and are referred to frequently. The children are taught what each rule means, why it is in place and how it may apply in a range of contexts across the school and how they may be enforced in some situations for behaviour away from school. In general, if a rule is not followed then a sanction will be applied. The rules are:

- We work hard and allow others to do this
- We follow instructions straight away
- We respect people and property
- We have kind hands and feet
- We keep ourselves and others safe

In addition to our school rules, we use our behaviour curriculum to set clear routines and expectations for the behaviour of pupils, so that everyone is clear on what successful behaviour looks like. Our behaviour curriculum also sets expectations for all parties across all aspects of school life, not just in the classroom. For example, children will be taught our expectations for moving around the building, entering classrooms, conduct in assemblies and conduct at lunchtime. This list is not exhaustive. Further information on school routines is available for staff and is available upon request.

Responses to behaviour
We positively reinforce the behaviour that we expect as this prepares pupils for their learning and contributes to our school being a safe and calm place. Sometimes a pupil's behaviour will be unacceptable and they will be supported to understand that that there are consequences for their behaviour and that a reasonable and proportionate sanction will be used.

Roles and responsibilities
Senior Leadership Team: Senior leaders in the school are responsible for making sure that all staff and pupils understand the expectations for behaviour and the importance of maintaining them. Leaders are also responsible for ensuring that staff receive relevant training for behaviour management and for understanding the implementation of this policy. This training will include how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour. Leaders are also responsible for tracking and monitoring behaviour incidents within the school and for ensuring that this information is analysed and that trends and patterns are responded to. This should include the effectiveness of any suspensions and the follow up work that

takes place. Leaders are responsible for ensuring that pupil, parent and staff voice is gained at least once a year to see how respondents feel. Leaders should report to governors at least 3 times a year.

Teachers and staff: Staff are expected uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff are expected to complete behaviour records in a timely manner and make relevant staff aware of incidents and/or further support needed. Staff are expected to communicate clearly with parents about behaviour (positive and misbehaviour) or incidents. This should be done in a timely manner. Staff are expected to create a sense of belonging in their classrooms and the school community.

Pupils: We believe that all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils will be made aware of our rules, behaviour systems and routines are shared frequently with the children through a range of approaches:

- Assemblies
- Classroom and school displays
- Class discussions
- Group and individual intervention/discussion
- PHSE lessons

All pupils will be taught that they have a duty to follow the school rules and expectations as their contribution to our school culture.

Parents/Carers: The role of parents/carers is crucial in helping us develop and maintain good behaviour. We ask all parents to be familiar with our behaviour policy and to reinforce the expectations at home as appropriate. If a parent is concerned about any aspect of behaviour management within the school, we would ask that they contact us directly about this.

Our Behaviour Expectations: Children

When lining up and walking around the school, we…

- Know that we line up in alphabetical order without talking and face forward
- Walk on the left
- Hands to ourselves
- Single file (one behind another in line spaces)
- Quiet voices
- Have smart uniform
- Hold doors for others and say thank you
- Use a corridor or toilet pass during lesson time

In assemblies, we…

- Sit facing the front
- Actively listen by sitting up straight and tracking the speaker
- Enter and leave quietly
- Only talk when an adult asks us to and we use our inside voices
- Stop talking when an adult raises their hand and 3-2-1 is used

At breaktime and lunchtime on the playground, we…

- Know that we must play safely and considerately with others without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- When we hear the whistle, we are still and silent, with our hand raised in the air
- Look after the equipment that is provided for us
- At the five minute warning, we collect all of our belongings
- At the end of lunch, we walk to our line as soon as we hear the whistle and line up quickly in alphabetic order, tucking in shirts.
- Only enter the building if an adult has given us permission.

Ready to Learn

- Stop when an adult raises their hand and 3-2-1 is used.
- Know to be punctual
- Stay in our allocated seats unless told otherwise
- Move quietly around the classroom
- Cannot be in the classroom without an adult
- Look after resources and put things away neatly

The New Horizons Way

New Horizons Children's Academy

In the dining halls at lunch, we…

- Walk as we move around the hall
- Join the back of the line
- Use our manners
- Speak in a quiet inside voice
- Stay seated unless we ask to move
- Pick up any rubbish and help tidy food dropped
- Put trays and cutlery away carefully
- Sit where we are directed to
- Stop talking when an adult raises their hand and 3-2-1 is used

When arriving in school, we…

- Sensibly walk to our line or classroom
- Quickly put our coat and bag away and go silently to class with any items we need,
- Turn mobile phones off and give them to the teacher on arrival
- Go straight to our seat and begin our morning work

At the end of the day, we…

- Sensibly and quietly collect our things
- Make sure we have taken a book home
- Leave our classrooms tidy
- Line up alphabetically except if we walk home alone or we are going to a club
- Leave the classroom in one group in single file and stay like this until we are collected
- Line up on the playground quietly to be dismissed by an adult
- Only leave if we have been told by a school adult that we can

In the toilets, we…

- Respect other people's privacy and personal space
- Are hygienic
- Are prompt and return to class as soon as possible
- Report any issues to an adult
- Only go at the appropriate times

Respectful – Manners

- Know that we should always say 'please' when we are asking for something
- Know that we should always say 'thank you' when we receive something or someone does something for us
- Know that we should say 'Good morning', 'Good afternoon' to adults if spoken to

Attendance and Punctuality

- Know that we must try to attend school every day
- Know that we must try to arrive at school on time every day
- Know that attending school on time every day is important so that we don't miss important learning

Communal Areas

- Know that we are respectful of the learning environment
- Know to take care of displays when lining up
- Know to place all litter in a dustbin and do not walk past
- Know that we pick up coats and place back on pegs

Presentation in Books

We know how to set out our work in our books

- Date – left hand side next to margin
- Margin drawn with a ruler two squares deep
- Date underlined with ruler and sharpened pencil
- Stick learning objective on the top hand left of the page
- 1 digit per square in maths books
- Diagrams in pencil and not pen

Being Responsible

- Follow the School's policy on e-safety and report anything unsafe online

Our Behaviour Expectations: Staff

Respect • Know to treat children and staff with respect and politeness at all times • Welcome and greet children every morning • Model positive behaviours and build relationships • Never ignore poor behaviour and redirect children using the school values of respect, kindness and responsibility • Follow school procedures consistently and challenge any derogatory language and unacceptable behaviour using the behaviour policy • Model manners and showing courtesy to others e.g. holding doors open	**Uniform** • Ensure children's uniform is correct at all times. • Reminders given to children if shirts not tucked in • Provide 'spare' uniform as appropriate • Engage in conversation with families when uniform is not correct • Be understanding and fair and yet uphold the standards expected • Present themselves in appropriate dress in line with the staff policy	**Assembly** • Verbally remind children of expectations • Class line up in alphabetical order • Lead class into the hall and clearly indicate where children should sit • Remind children to gain attention if necessary • Actively engage with the assembly and sit by your class • Support with behaviour of other classes if needed. • Ensure orderly exit from the hall and return to class • Not talk to colleagues for the duration of the assembly	**Moving around school** • Regularly remind children of expectations when moving around the school • Line the class up in alphabetical order and check uniform • In instances of poor behaviour, stop the class and recap expectations • Be polite and courteous to other adults and children with a greeting and hold/open doors for each other • Do not set off with a class until all expectations are met – including uniform and volume
Ready to Learn • Stop children with the strategy hand up and '3, 2, 1' • Establish, teach and model routines and expectations • Greet children and adults on entry to the room • Use clear instructional language • Ensure allocated places for pupils • Be organised and well prepared for the lesson; ensure resources are accessible, pencils sharp, dictionaries available • Ensure pupils know routines for their equipment and wanting to speak e.g. raising hands • Ensure workspace is tidy including own desk	**Lining Up** • Use agreed stopping strategies • Ensure children line up in alphabetical order • Praise or stop and reinforce expectations as required • Line up quietly	**Attendance and Punctuality** • Be punctual to lessons and punctual when picking children up from the playground at the end of playtimes and lunchtimes. • Start all lessons promptly and keep timings precise • Create detailed handover notes for planned absences/PPA cover	**Dining Room and Lunchtimes** • Check uniform on entry and exit to dining room • Support and model to pupils how to use a knife and fork • All staff to raise their hands when the whistle blows • Staff to call classes one at a time to their lines • All staff on the playground to wear hi-vis jackets
Routines • Teach and practice classroom routines, routines for assembly, playtimes and lining up • Regularly reinforce routines throughout the day until they are embedded	**Presentation in Books** • Make sure children use the correct pencils, colour pens and write legibly • Encourage children to take pride in how they present their work. • Model correct handwriting policy	**Instructions** • Give explicit instructions • Be clear with expectations • Ensure children are given clear instructions throughout the day	New Horizons Children's Academy

Positive recognition and rewards
The majority of children keep the school rules on a daily basis which is what we expect. We use a range of rewards to recognise and encourage when children go "above and beyond".
These include:

- Verbal praise
- Stickers
- Contact with parents (telephone calls/postcards/notes home)
- Sent to a member of SLT for praise/recognition
- Certificates
- Class Dojos
- Golden Tie (Rules/Habit of Mind focus, photo displayed on Golden Gallery)
- Achievement Alley
- Lunchtime top table
- Attendance Ace and Punctuality Penny

Class Dojo
Class Dojo is an online tool that teachers will use in class to reward pupils for following the school rules. Each child will have their own avatar which will display the points they earn. Children can only earn points, and these will never be deducted. Certificates will be awarded when children reach key milestones (100 Dojos, 200 Dojos etc.) and parents/carers can sign up to the Class Dojo app to see the number of Class Dojo points their child has earned that day. At the end of the term, children will have the opportunity to 'spend' their class dojo points at the shop. As an incentive for all pupils, when all children in the class have reached a milestone (50 dojos) then they can vote on a class reward. Year group leaders will ensure class rewards are fair both across their year group and across the school.

Other Consequences and Sanctions
All children are expected to complete the work set for them. If the required amount/quality of work is not completed in lesson time, children will be asked to complete this in break or lunchtimes. Staff will make sure that the time spent doing this is reasonable and proportionate and that the work was adequately pitched for the pupil. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until the work is completed. They will always be allowed access to the toilet during breaks and lunch if required to stay in and complete work. When children choose to behave in an inappropriate or unacceptable way, they are breaking a school rule and will incur a sanction. This includes unacceptable behaviour at break and lunchtimes. Staff will be explicit to the child about the rule that has been broken and whole class blanket sanctions will not be used. A reflective conversation will always be held with the child following the incident.

In classrooms, the following sanctions apply:

	EYFS	KS1	KS2
Stage 1	Warning	Warning	Warning
Stage 2	5 minutes time out	5 minutes of break/lunch lost	10 minutes of break/lunch lost
Stage 3	10 minutes time out	10 minutes of break/lunch lost	20 minutes of break/lunch lost
Stage 4	Work in a different EYFS class for 15 minutes Parents/carers informed	Work in a the YGL class for 20 minutes and loss of break/lunch Parents/carers informed	Work in a the YGL class for 30 minutes and loss of break/lunch Parents/carers informed
Stage 5	Work in a KS1 class for up to 30 minutes. Meeting with parent/carers	Sent to a member of SLT Internal suspension for remainder of session (am/pm) Loss of breaks for that session Meeting with parent/carers	Sent to a member of SLT Internal suspension for remainder of session (am/pm) Loss of breaks for that session Meeting with parent/carers

Serious behaviours
We consider the following to be serious breaches of the behaviour policy and they will therefore likely be subject to more serious sanctions. A member of SLT must be informed of these breaches as soon as they occur and the incident logged on CPOMS.

- Racism
- Homophobic, biphobic and transphobic language/attitudes
- Other discriminatory or derogatory language or attitudes
- Sexual language/behaviour

The incidents above are all logged and are sometimes reported to other agencies and groups e.g. Governors, the Local Authority and Ofsted (during an inspection). In some cases, schools may need to contact other agencies (e.g. social care, police).

- Bullying (including cyber bullying)
- Persistent and ongoing disruption to lessons
- Aggressive/violent behaviour (including fighting) (child-on-child)
- Spitting/Biting
- Throwing objects where safety is compromised
- Leaving classroom/designated area without permission or reason
- Leaving school site without permission
- Ongoing and repeated defiance to staff
- Violent behaviour, including hitting out at adults
- Swearing/Offensive Language to adults
- Serious misbehaviour off site (including online behaviour)
- Bringing a weapon/dangerous object into school to cause fear or harm
- Using a dangerous weapon against another person (e.g. scissors, knife)
- Bringing other prohibited items into school (e.g stolen items, alcohol, illegal drugs, vapes/cigarettes)
- Serious Vandalism/Damage to property
- Malicious allegations against staff
- Threats to staff on social media
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life
- Inappropriate use of electronic devices whilst on school site

Repeat incidents of serious misbehaviour are likely to incur more serious sanctions, including fixed term suspensions, bearing in mind the age of the child and the time that has passed between incidents. The above list is not exhaustive.

Sanctions that may be applied for serious incidents

- A longer lunchtime detention this could be in another classroom or in another part of the school.
- A longer internal exclusion in another classroom/area of school – As far as possible, children will be given the same work or similar to the class. All work set will be matched to their needs/ ability and relevant.
- After school detentions for KS2 pupils (these may be issued to KS1 pupils in exceptional circumstances). These will either be 30 minutes or an hour. Parental permission for these is not required, but 24 hours' notice will be given, unless, with the school's agreement, the parent chooses for it to happen earlier. These will only be issued by SLT. Where possible parents and pupils will be warned that this is a likely sanction for further misbehaviour.
- Loss of privileges e.g missing out on class rewards, whole school events or representing the school at an event
- Cleaning up of any mess that the child may have deliberately made
- Placed on Behaviour Support Plan with a report card for a specified period. Children returning from exclusion may be placed on one of these. Being on a Behaviour Support Plan can incur after school detentions if the child continues to choose to break the school rules
- Internal exclusion at an offsite inclusion facility may be issued, arrangement for this would be discussed with parents.

- Suspension (Fixed term suspensions) (see exclusion policy)
- Permanent suspension (see suspension policy)
- We aim to include not suspend. No suspension (fixed term suspension) will be issued without first attempting other strategies or in the case of a serious single incident, a proper investigation.

When a sanction is issued, staff will work with pupils and parents to help them understand how the pupil's behaviour can be improved and whether or not further support or strategies need to be put in place. We will consider seeking advice from external agencies when appropriate or if difficulties persist.

Behaviour Support Plans

- A level 1 Behaviour Support Plan (Appendix 5) may be put in place if a pupil is continually finding it difficult to follow the school rules. This is decided by a YGL or SENCO.
- The first stage of this may also include a Behaviour Report Card which would only be used on a temporary basis. This is where sessions are monitored and scored with the aim to improve behaviour within a short time frame. If a behaviour report plan is not suitable and has no effect, a support plan may be put in place.
- Behaviour Support Plans can be initiated through a referral to the Inclusion Team.
- A meeting takes place with the pupil, parent/carer, class teacher and the Year Group Lead.
- Behaviour Support Plans are reviewed half termly (but more often if needed).
- In some instances, a level 2 Behaviour Support Plan and risk assessment may be required (Appendix 6). This is decided by a member of SLT or SENCO.

Pupils with Special Educational Needs and/or Disabilities

At New Horizons Children's Academy, we consistently promote high standards of behaviour to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that at times, some pupils may need additional support to achieve the expectations that we have set. We recognise that some behaviours are more likely to be associated with particular types of SEND. We will also consider behaviour in relation to a pupil's SEND but are clear that not every incident of misbehaviour will be connected to a pupil's SEND. In line with the Equality Act 2010, we will take reasonable steps to avoid any substantial disadvantage to a disabled pupil by the implementation of this policy or our practices in relation to it. In line with the Children and Families Act 2014 we will always use our best endeavours to meet the needs of pupils with SEND. Where parents/carers are concerned that a SEND is contributing to a pupil's misbehaviour, they should request to speak to the class teacher in the first instance, who will refer them on to the SENDCo if a propriate and/or if difficulties persist.

Electronic Devices

Whilst on school sites pupils may have their own and school electronic devices. This includes but is not limited to: mobile phones, smart watches, iPads and laptops. Once on school site, pupils must turn off their mobile phone and given to either their class teacher or the school office for safe keeping in locked storage. Pupils should only bring a mobile phone to school with the consent of their parent and if they travel alone. Smart watches are only allowed for telling the time. The school has clear expectations for conduct when working on laptops and iPads and breaches of this will result in sanctions in line with this policy.

Searching, screening and confiscation

(See: https://www.gov.uk/government/publications/searching-screening-and-confiscation)

The Headteacher and staff they authorise (SLT and Designated Safeguarding Lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance below and will be implemented consistently, proportionately and fairly. The age and needs of the person being searched will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

Behaviour outside school
There may be occasions where pupils' behaviour away from school will still have a consequence in school. The school has the right to discipline children in the following circumstances, although children can only be disciplined when on the school premises:

When the pupil is:

- taking part in any school- organised or school- related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil of the school
-

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions on the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on social media.

Significant incident
Any incident where the use of force goes beyond appropriate physical contact between pupils and staff is a 'significant incident'. This includes when physical force is used to implement a non-physical restrictive intervention.

Reasonable Force
There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff at New Horizons Children's Academy are trained in de-escalation and positively handling a pupil (use of reasonable force) will always be used as a last resort

Any incident where reasonable force has been used must be recorded on Appendix 2 and uploaded to CPOMS. This must be done the same day and every record must be seen and signed by the Headteacher. The parents must then be informed of incident involving reasonable force the same day via email by the SLT member who dealt with the incident. The completed Appendix 2 record will be shared with the parent, which will inform them of the time, date, location and approximate duration of the intervention, brief account of why the intervention was assessed as necessary in that instance, brief account of what type of force was applied and the degree of force and details of any physical injuries sustained, if applicable.

A positive handling plan must be completed for any child who has needed to be handled and shared with parents. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Non-Force Related Restraint
Non-force related restraint is a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing

a pupil's crutches would both be considered forms of restraint. Any incident where non-force related restraint has been used must be recorded on Appendix 2 and uploaded to CPOMS. This must be done the same day and every record must be seen and signed by the Headteacher. The parents must then be informed of incident involving non-force related restraint the same day via email by the SLT member who dealt with the incident. The completed Appendix 2 record will be shared with the parent, which will inform them of the time, date, location and approximate duration of the intervention, brief account of why the intervention was assessed as necessary in that instance, brief account of what type of force was applied and the degree of force and details of any physical injuries sustained, if applicable.

Seclusion
Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving either by physical obstruction, blocking or making them believe they will be punished if they try to leave. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation, and the pupil is not acting with intent. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. Any incident where seclusion has been used must be recorded on Appendix 2 and uploaded to CPOMS. This must be done the same day and every record must be seen and signed by the Headteacher. The parents must then be informed of incident involving non-force related restraint the same day via email by the SLT member who dealt with the incident. The completed Appendix 2 record will be shared with the parent, which will inform them of the time, date, location and approximate duration of the intervention, brief account of why the intervention was assessed as necessary in that instance, brief account of what type of force was applied and the degree of force and details of any physical injuries sustained, if applicable.

Guidance for governing bodies and school proprietors on using data
Governing bodies and school proprietors must ensure that procedures for recording and reporting the use of force, seclusion and restraint are followed. They should regularly review and analyse data on restrictive interventions to improve policies and practice, identify staff training needs and better understand pupils' patterns and triggers. This data should be used to strengthen behaviour support plans, share relevant information with staff and parents where appropriate and check for any disproportionate use affecting pupils with protected characteristics, SEND or other vulnerabilities. When analysing data, governors and proprietors should recognise its limitations and avoid drawing strong conclusions from small data sets.

Documentation
This policy has been written with consideration to the following documents:

Behaviour in schools (Advice for Headteachers and school staff)
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Searching, Screening and Confiscation Advice for schools
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force in schools.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Other linked policies:

- Anti-bullying policy
- TSAT suspension and permanent exclusion policy
- SEND policy

Appendices

Appendix 1

New Horizons
Children's Academy

Just a quick note to let you know….

Respect ***Kindness*** ***Responsibility***

Appendix 2

Positive Handling/Restrictive Intervention Incident Record

Name of student:			Year/Class:	
SEND: Yes/No Any other pupil needs:			SEND status code:	
Location of incident:			Date:	
Full names of staff involved:				
Time of incident:	Duration of restraint:	Any Injuries:	Medical check:	Incident reviewed with young person:
Start End	Minutes	Student Y/N Adult Y/N	Offered Y/N Accepted Y/N	Offered Y/N Accepted Y/N

Nature of Risk		External agencies informed		Supporting Records completed	
Injury to person	Y/N	Virtual Head LAC	Y/N	Medical Book	Y/N
Damage to property	Y/N	Medical Staff	Y/N	Accident Report	Y/N
Criminal Offence	Y/N	Social worker	Y/N	RIDDOR report	Y/N
Absconding	Y/N	Police	Y/N	Formal Statement	Y/N

Environments and Triggers:

What led up to the incident

Identified or potential triggers

Brief account of the incident

Why the use of force was assessed as necessary

Any physical injuries sustained

Circle the level of potential risk:

Low Medium High

Describe exactly what the risk was:

Who was at risk?

Controlling risk – De-escalation and Distraction techniques used
Tick and/ or describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:

Verbal advice and support ☐ Firm clear directions ☐ Negotiation ☐ Humour ☐

Limited Choices ☐ Distraction ☐ Diversion ☐ Reassurance ☐ Planned ignoring ☐

Contingent Touch ☐ C.A.L.M. Talking/Stance ☐ Take Up Time ☐ Withdrawal Offered ☐

Withdrawal Directed ☐ Transfer Adult ☐ Reminders About Consequences ☐

Success Reminders ☐ Other: ☐

Type and degree of reasonable force/non-force related reatraint/seclusion applied:

Loose Guiding ☐ Hip Stabilise ☐ Double Arm Hold ☐ Extended Arm Hold ☐
Dynamic Hold ☐ Cupped Fist Hold ☐ Turn and Go ☐

Seated Holds ☐ Kneeling Holds ☐ Sit and leg block ☐ Seated Contain ☐

Seclusion: Other

Response and view of the student:

Parent/Carer informed via email Y/N **By whom:** **Date:** **Time:**

Any other relevant information: (Post incident review)

Head Teachers Comments:

Signed : **Date:**

Appendix 3

Positive Handling/Intervention Plan

Pupils Name:	**DOB:**	**Class/Year:**
Assessor:	**Date of assessment:**	**Review Date:**

Planned use of positive physical interventions

Positive physical interventions will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of positive physical intervention could be considered, after a range of other de-escalation options have been tried or considered and thought to be unsafe:

-
-
-
-

Positive physical intervention **will not** be used for the following behaviours:

-
-
-
-

The following positive physical interventions have been agreed for use in appropriate circumstances. Minimal appropriate force applied for the shortest possible period of time will always be the first option:

-
-
-
-

Emergency use of positive physical intervention

Emergency use of positive physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of positive physical interventions in this situation will be agreed by two members of staff.

Signed ……(Staff) Signed …… (Parent)
Date …… Date ……

Appendix 4

Reflection Paper KS1

Name:		Teacher comments:
Class:		
Date:		
What happened?		I was feeling:
Next time I can:		

Reflection Paper KS2

Name	
Date	
Class	
I am missing break/lunch because	
I was feeling	
The rule I have not followed is	
Next time I will	

Appendix 5

Behaviour Support Plan Stage 1 (Example)

Name:		**Class:**	
Year Group:		**Staff member(s) completing plan:**	

	Green – Staying calm	Amber – Early warning signs	Red – When the behaviour occurs	Blue – After the behaviour has occurred
What does this look like?	Following adult instructions. Completing work in class. Engaged in learning. Taking part in break/lunchtime activities with enjoyment. Showing positive body language. Following the school rules.	Getting out of seat. Not following adult instructions. Moving around the classroom. General restlessness. Stating that he is not happy. Moving to other tables and talking to peers. Looking around the classroom. Looking at peers. Moving closer to peers. Moving around in carpet space/seat. Talking to peers. Getting out of carpet space/seat. General restlessness. Zoning out/being unusually quiet. Increase in facial/verbal ticks. Overwhelming need to express thoughts. General restlessness. Need to move – getting out from seat or making excuses not to be still. Looking around their environment especially at one thing/person in particular. Disengaged with task. Low level disruption e.g. making noises. Hiding under desks. Easily distracted. No eye contact. Change in facial expressions. Not responding to communication. Calling out. Failing to settle to learning.	Leaving the classroom without permission. Leaving the school site without permission. Rudeness to adults and children. Causing damage to property. Physical assault of an adult. Physical assault of a pupil. Touching peers. Getting close to peers' faces. Not following adult instructions. Picking up objects to throw. Threatening behaviour. Inappropriate language. Hurtful language to other pupils. Running away from adults. Walking away from adults. Arguing with adults. Vandalism of school property. Vandalism of others' property. Vandalism of personal property. Aggressive behaviour. Use of inappropriate language. Repeated name calling. Swearing. Racism. Sexism. Use of homophobic language. Sexualised behaviour. Stealing. Spitting. Use of derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic)	Remaining in a safe space until completely calm. Complying with adult instructions. Returning back to class. Attempting to continue with learning. Engaging with learning.

			Dangerous behaviour. Use of a weapon. Breaking school rules.	
How to respond:	Positive praise. Visual reinforcements e.g. thumbs up. Follow school Behaviour for Learning Policy Sharing positive messages to parent/carer. Celebrating learning with Phase Leader/SLT members. Use of ear defenders. Use of move 'n' sit cushion. Use of writing slope. Use of theraputty. Use of fidget toys. Use of laptop. Regular, consistent movement breaks. Access to yellow and red cards. Access to sensory circuits 2x a day. Use of 'catch me being good' chart. Use of first, next board, work then reward approach. Work broken down into short tasks. Use of Zones of Regulation. Use of individual reward chart. Keep up to date with pupil's individual visual timetable. Use of social stories.	Speak to the pupil about their behaviour. Offer of a movement break, calming activity. Use of first, next (first complete your learning, then you can play with the Lego). Warning and reminder of consequences (if you continue to get out of your seat, your name will be moved down, this is your warning). Provide a movement break. Suggest the pupil moves into their 'safe space'. Use of Zones of Regulation. Give the pupil the choice to sit in their carpet space/seat nicely or sit in a separate designated seat. Check that the pupil understands the learning task. Give a reminder of the correct behaviour, praise other children who are showing the correct behaviour. Give a warning regarding the pupil's behaviour and a reminder of the correct behaviour Offer the pupil a movement break. Remind the pupil that they can use their ear defenders. Remind the pupil of their rewards linked to their reward chart. Check in with the pupil more frequently. Offering the pupil to express their thoughts to a trusted adult. Check that their learning is broken down enough for them. Go through visual timetable to remind the pupil of their routine. Overuse of individual reward chart where appropriate – catch them doing the right thing. Use of distraction techniques. Use of timers. Use of countdowns. Use of tactical ignoring. Good/appropriate behaviours taught, modelled and demonstrated. Positive reinforcement of desired behaviours. Reinforcement of school rules. Move pupil away from peers (time out).	Direct the pupil to go to their 'safe space'. Call to Phase Leader/Behaviour Lead/SLT. Follow the pupil and supervise from a distance. Tell the pupil you are there when they are ready to talk. Note down the pupil's behaviours. Remind the pupil of consequences. Follow the pupil's Positive Handling Plan (only if needed and as a last resort). Involve Phase Leader Involve an SLT member if the pupil is on the Storm Move to the pupil's level. No interaction with pupil. Follow pupil keeping a distance to ensure their safety. Use of emotion cards. Change of adults. Removal from situation, time out/loss of privilege. Put consequence in place.	Reflect/talk through what has happened. Discuss consequences. Put consequences in place as soon as possible after the incident. Add any level 3+ incidents to Behaviour Watch. Inform parent/carer of incident and consequence. Encourage an apology if appropriate. Direct pupil to tidy up any mess made. Engage in a restorative conversation with pupil. Use of emotion cards. 1:1 adult talking through why the behaviour is unacceptable and modelling/role play appropriate behaviour. Identify if further support is needed – therapy, emotional support, social skills group. Consider if pupil needs raising to the Inclusion Team. Consider if pupils need raising at the In School Review – discuss with SENCo.

Appendix 6

Individual Support Plan and Risk Assessment Stage 2 (Example)

Name:
Year Group:
Date of Plan:
Review Date:
Staff Involved:

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1. Background Information

- **Student Profile:**
- **Strengths and Interests:**
- **Current Concerns:**
- **Previous Interventions and Outcomes:**

2. Outcomes and goals

Outcome	Goal	Success Criteria	Review

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3. Strategies and Interventions

1. Classroom-Based Strategies
2. Daily Check-Ins
3. Positive Reinforcement
4. Restorative Practices

5. TA Support and Adjustments

Risk Assessment

Risk	Likelihood (Low, Medium, High)	Impact (Low, Medium, High)	Preventative Strategies	Response if Risk Occurs

6. Crisis Management Protocol

In the event of a high-risk situation, the following steps will be followed:

1. **Immediate De-Escalation**:
2. **Remove Triggers**:.
3. **Seek Assistance**:
4. **Post-Incident Support**:
5. **Contact parents**:

6. Monitoring and Review

- **Review Meetings:**
  (Frequency and staff responsible, such as teacher, TA, and SENCO, to assess the plan's effectiveness.)
- **Parental Communication:**

7. Signatures

Teacher: _____ Date: _____

Parent/Guardian: _____ Date: _____

SENCO: _____ Date: _____

Appendix 7

TSAT Behaviour Principles