

# New Horizons Children's Academy

PART OF THE THINKING SCHOOLS ACADEMY TRUST



***Child first – Challenge – Aspire – Achieve***

***Respect, Kindness, Responsibility***

## BEHAVIOUR POLICY

**Date of Policy: January 2025**

**Date of Ratification: December 2024**

**Review Date: January 2026**

# NEW HORIZONS CHILDREN'S ACADEMY

## Behaviour Policy

### Aims

At New Horizons Children's Academy, our behaviour policy is based on our school values of respect, kindness and responsibility. Our values ensure an inclusive ethos where all children and staff have a shared language for behaviour and they enable all children to develop themselves as responsible and caring individuals where they demonstrate respect for others as well as self-respect.

We believe in a calm working environment so that children feel emotionally safe, can concentrate and can maximise time spent learning and achieving. Our Trust vision of Child First, Aspire, Challenge and Achieve also underpins our approach where 'Child First' is a key principle.

Promoting positive behaviour is everyone's responsibility and at New Horizons we ensure high expectations for behaviour for learning as well as conduct around the school. We ensure a consistent approach and there is clear guidance for children and staff to ensure everyone understands the behaviour expectations. To enable this, behaviour expectations are taught, modelled and rewarded. All staff adhere to our staff code of conduct and children develop responsibility for their actions.

We have a firm commitment to equality of opportunity and ensure that children are not excluded from activities on the basis of gender, race or disability.

### Fundamental Principles

Our fundamental principles underlining our approach:-

- *Ensuring an unconditional regard for all children and that all children are treated fairly and that their social development and emotional wellbeing is fostered. (Child First)*
- *Ensuring derogatory language and unacceptable behaviour is challenged (Challenge)*
- *Teaching and role modelling behaviours that we want to see at every opportunity (Aspire)*
- *An understanding that exemplary behaviour is at the heart of productive learning. (Achieve)*
- *An understanding that our core values of respect, kindness and responsibility underpin our choices and actions. (Respect, Kindness and Responsibility)*
- *Ensuring that the TSAT 7 principles of behaviour and culture are embedded within our practice. These are Respect, Relationships, Routines, Responsibility, Responses, Reflection and Rewards and Repercussions. (Appendix 6)*

### Rights and Responsibilities

Staff
<p>Rights</p> <ul style="list-style-type: none"><li>• To feel safe</li><li>• To be treated with respect and kindness by pupils, parents and colleagues</li><li>• To be able to teach and work without unnecessary interruption</li><li>• To work in a supportive and understanding environment</li><li>• To be treated fairly and consistently</li><li>• To feel heard</li></ul> <p>Responsibilities</p> <ul style="list-style-type: none"><li>• To embrace the school behaviour policy and encourage children to reflect on the school values when discussing behaviour</li><li>• Ensure consistent messages are given to children about which behaviour is acceptable</li><li>• Take time to welcome children at the start of each morning and afternoon session and be punctual to lessons and collecting children from the end of playtimes</li><li>• To create a safe and stimulating environment in which all children can learn</li><li>• Plan lessons that engage, challenge and meet the needs of all children</li></ul>

- Model positive behaviours and build relationships
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To help and support children when resolving difficulties
- To use principles of de-escalation and a consistent approach to de-escalation
- Encourage children to use a restorative approach to learn from their experiences
- Put in place a plan to manage behaviour where behaviour is consistently unacceptable
- Never ignore or walk past children who are behaving badly and redirect children to be respectful, kind and responsible.
- Demonstrate unconditional care and compassion and fairness.
- Ensure that children and adults are safe from harm. For more information about how we use holding to prevent harm, please see our 'Positive Handling and Physical Intervention Policy'
- Record incidents of poor behaviour using Behaviour Watch.

## Parents

### Rights

- To know their children are safe
- To be sure their children are treated fairly and with respect
- To be able to raise concerns with staff and be informed with regard to their child's progress
- To feel heard

### Responsibilities

- Support the school's policies and guidelines for behaviour
- Ensure children attend regularly and on time
- Be aware of the school values and use these to reinforce good behaviour at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of the child
- Support the class teacher in any sanctions deemed necessary
- To ensure children come to school prepared with any equipment needed and in correct school uniform
- Encourage independence and self-discipline

## Children

### Rights

- To feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To know what is expected
- To be listened to by adults in the school
- To be treated fairly

### Responsibilities

Follow the school values of respect, kindness and responsibility every day

### Respect

- Respect others including their personal space and belongings
- Respect other's opinions even if they are different from yours
- Be open to learning from your classmates and teachers
- To follow instructions from adults in the school respectfully
- Listen carefully and avoid interrupting
- Walk around the school sensibly on the left hand side not pushing or crowding
- Respect the rules and laws of school and society

### **Kindness**

- Treat others with kindness and care using polite words
- Be honest
- Include others and avoid excluding others
- Be gentle
- To support and encourage each other

### **Responsibility**

- To care for and take pride in the environment of the school
- To resolve difficulties and seek appropriate adult help when needed
- Come to lessons on time and with all your materials ready to learn
- Take responsibility for your learning and stay focused during lessons
- Follow rules and report unsafe situations
- Take responsibility for your actions

### **Promoting Good Behaviour**

We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – not assuming they know already.

Assemblies and PSHE lessons should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration, as an important part of moral education.

### **Strategies we use to promote positive classroom behaviour**

- Encourage use of positive praise, communicate with parents and certificates
- Be mindful about seating arrangements – who sits with who
- Get to know the children – ‘how to’ and ‘how not to’ support a particular child
- De-escalate situations as soon as they arise
- Ensure routines are communicated and practiced until they become automatic. Routines are reinforced by staff at all times.
- Encourage an acceptable noise level
- Listen to children to gain an understanding of their perspective
- Display the expectations, rewards and consequence systems in each class



# At New Horizons we are **Respectful, Kind, and Responsible.**

- ✓ Respect others including their personal space and belongings
- ✓ Respect other's opinions even if they are different from yours and wait your turn
- ✓ Be open to learning from your classmates and teachers
- ✓ Follow instructions from adults in the school respectfully
- ✓ Listen carefully and avoid interrupting
- ✓ Walk around the school sensibly on the left hand side without pushing and crowding
- ✓ We respect the law and the rules of school and society



- ✓ Treat others with kindness and care using polite words
- ✓ Be honest
- ✓ Include others and avoid excluding others
- ✓ Be gentle
- ✓ Support and encourage each other


- ✓ Come to lessons on time and be ready to learn
- ✓ Take responsibility for your learning and stay focused during lessons
- ✓ Care for and take pride in the environment of the school and never drop litter
- ✓ We wear our correct uniform with pride and have the right clothes for PE
- ✓ Resolve difficulties and seek appropriate adult help when needed
- ✓ Follow safety rules and report unsafe or inappropriate situations
- ✓ Take responsibility for our actions and behaviour choices



Our Rules	Visible Consistencies	Over and Above Recognition
Be Respectful  Be Kind  Be Responsible	Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Praising in public, use of values tokens and Value points Reminding in private Consistent language based on school values Escort children to and from the playground at playtimes and lunch	Recognition Boards; Achievement Alley Golden Gallery (Writing) Art Board Note Home – 'Just a Note to Say' (Appendix 1) Communication with parents SLT praise Mid-day Meals Top Table on a Friday Writer of the Term

### **Our New Horizons' Behaviour Curriculum (Children)**

***This outlines our behaviour curriculum in different situations so we all follow the same routines and know what is expected.***

<p><b><u>When lining up and walking around the school, we...</u></b></p> <ul style="list-style-type: none"> <li>• Know that we line up in alphabetical order without talking and face forward</li> <li>• Walk on the left</li> <li>• Hands to ourselves</li> <li>• Single file (one behind another in line spaces)</li> <li>• Voices away</li> <li>• have smart uniform</li> <li>• Hold door for others and say thank you</li> <li>• Use a corridor or toilet pass during lesson time</li> </ul>	<p><b><u>In assemblies, we...</u></b></p> <ul style="list-style-type: none"> <li>• Sit facing the front, legs crossed, hands in laps</li> <li>• Actively listen by sitting up straight and tracking the speaker</li> <li>• Come in and leave in silence</li> <li>• Only talk when an adult asks us to and we use our inside voices</li> <li>• Stop talking and raise our hand when an adult does</li> </ul>	<p><b><u>At breaktime and lunchtime on the playground, we...</u></b></p> <ul style="list-style-type: none"> <li>• Know that you must play safely and considerately with others without hurting anyone.</li> <li>• Know that we do not 'play fight' because we may hurt someone by accident.</li> <li>• When we hear the whistle, we are still and silent, with our hand raised in the air</li> <li>• Look after the equipment that is provided for us</li> <li>• At the five minute warning, we collect all of our belongings</li> <li>• 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.</li> <li>• Only enter the building if an adult has given us permission.</li> <li>• Only playleaders can enter the equipment cupboards</li> </ul>
<p><b><u>Ready to Learn</u></b></p> <ul style="list-style-type: none"> <li>• Follow the bell to stop or '3,2,1'</li> <li>• Know to be punctual</li> <li>• Stay in our allocated seats unless told otherwise</li> <li>• Move silently around the classroom</li> <li>• Cannot be in the classroom without an adult</li> <li>• Look after resources and put things away neatly</li> <li>• Stop silently when an adult rings the bell and raise our hand</li> </ul>	<p><b><u>The New Horizons Way</u></b></p> 	<p><b><u>In the dining halls at lunch, we...</u></b></p> <ul style="list-style-type: none"> <li>• Walk as we move around the hall,</li> <li>• Join the back of the line,</li> <li>• Use our manners</li> <li>• Speak in a quiet inside voice</li> <li>• Stay seated unless we ask</li> <li>• Pick up any rubbish and help tidy food dropped</li> <li>• Put trays and cutlery away carefully</li> <li>• Sit where we are directed to</li> <li>• Stop immediately if an adult puts their hand up</li> </ul>
<p><b><u>When arriving in school, we...</u></b></p> <ul style="list-style-type: none"> <li>• Sensibly walk to our line or classroom,</li> <li>• If we line up, we are single file and quiet</li> <li>• Quickly put our coat and bag away and go silently to class with any items we need,</li> <li>• if you have a phone, this should be turned off and given to your teacher on arrival,</li> <li>• we go straight to our seat and begin our morning work.</li> </ul>	<p><b><u>At the end of the day, we...</u></b></p> <ul style="list-style-type: none"> <li>• Sensibly and silently collect our things</li> <li>• We make sure we have taken a book home</li> <li>• Leave our classrooms tidy</li> <li>• Line up alphabetically except if we walk home alone or we are going to a club</li> <li>• Leave the classroom in one group in single file and stay like this until we are collected</li> <li>• Line up on the playground with our voices off to be dismissed by an adult</li> <li>• Only leave if we have been told by a school adult that we can</li> </ul>	<p><b><u>In the toilets, we...</u></b></p> <ul style="list-style-type: none"> <li>• Respect other people's privacy and personal space</li> <li>• Are hygienic</li> <li>• Are prompt and return to class as soon as possible</li> <li>• Report any issues to an adult</li> <li>• Are sensible and follow the school rules</li> <li>• Only go at the appropriate times</li> <li>• Only two children should be in the toilets at a time.</li> </ul>
<p><b><u>Respectful – Manners</u></b></p> <ul style="list-style-type: none"> <li>• Know that you should always say 'please' when you are asking for something</li> <li>• Know that you should always say 'thank you' when you receive something or someone does something for you</li> <li>• Know that you should say 'Good morning', 'Good afternoon' to adults if spoken to</li> <li>• Know that you should let any waiting adults through a doorway before walking through yourself</li> </ul>	<p><b><u>Attendance and Punctuality</u></b></p> <ul style="list-style-type: none"> <li>• Know that you must try to attend school every day</li> <li>• Know that you must try to arrive at school on time every day</li> <li>• Know that attending school on time every day is important so that you don't miss important learning</li> </ul>	<p><b><u>Communal Areas</u></b></p> <ul style="list-style-type: none"> <li>• Know that we are respectful of the learning environment</li> <li>• Know to take care of displays when lining up</li> <li>• Know to place all litter in a dustbin and do not walk past</li> <li>• Know that we pick up coats and place back on pegs</li> </ul>
<p><b><u>Presentation in Books</u></b>  <b><u>We know how to set out our work in our books</u></b></p> <ul style="list-style-type: none"> <li>• Date – left hand side next to margin</li> <li>• Margin drawn with a ruler two squares deep</li> <li>• Date underlined with ruler and sharpened pencil</li> <li>• Stick learning objective on the top hand left of the page</li> <li>• 1 digit per square in maths books</li> <li>• Diagrams in pencil and not pen</li> </ul>	<p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Follow the School's policy on e-safety and report anything unsafe online</li> </ul>	



## Our New Horizon's Behaviour Curriculum (Staff)

<b><u>Respectful</u></b> <ul style="list-style-type: none"> <li>Know to treat children and staff with respect and politeness at all times.</li> <li>Welcome and greet children every morning.</li> <li>Model positive behaviours and build relationships.</li> <li>Never ignore poor behaviour and redirect children using the school values of respect, kindness and responsibility.</li> <li>Follow school procedures consistently and challenge any derogatory language and unacceptable behaviour using the behaviour policy.</li> <li>Model manners and showing courtesy to others e.g. holding doors open.</li> </ul>	<b><u>Uniform</u></b> <ul style="list-style-type: none"> <li>Ensure children's uniform is correct at all times.</li> <li>Provide 'spare' uniform as appropriate</li> <li>Engage in conversation with families when uniform is not correct</li> <li>Be understanding and fair and yet uphold the standards expected</li> <li>Present themselves in appropriate dress in line with the staff policy</li> </ul>	<b><u>Assembly</u></b> <ul style="list-style-type: none"> <li>Verbally remind children of expectations</li> <li>Organise class into appropriate order in classroom</li> <li>Lead class into the hall and clearly indicate where children should sit (Vertical KS2 and Horizontal KS1)</li> <li>Remind children to gain attention if necessary</li> <li>Actively engage with the assembly and sit by your class. Support with behaviour of other classes if needed.</li> <li>Ensure orderly exit from the hall and return to class</li> <li>Praise and reward as appropriate</li> </ul>	<b><u>Moving around school</u></b> <ul style="list-style-type: none"> <li>Regularly remind children of expectations when moving around the school</li> <li>Line the class up in alphabetical order and check uniform.</li> <li>In instances of poor behaviour, stop the class and recap expectations.</li> <li>Be polite and courteous to other adults and children with a greeting and hold/open doors for each other</li> <li>Do not set off with a class until all expectations are met – including uniform and volume</li> </ul>
<b><u>Ready to Learn</u></b> <ul style="list-style-type: none"> <li>Stop children with the strategy '3, 2, 1'</li> <li>Establish, teach and model routines and expectations</li> <li>Greet children and adults on entry to the room</li> <li>Use clear instructional language</li> <li>Ensure allocated places for pupils</li> <li>Be organised and well prepared for the lesson; ensure resources are accessible, pencils sharp, dictionaries available</li> <li>Ensure pupils know routines for their equipment and wanting to speak e.g. raising hands</li> <li>Ensure workspace is tidy including own desk</li> <li>Have the lining up order displayed in the classroom</li> <li>Use transitional songs/rhymes where appropriate</li> </ul>	<b><u>Lining Up</u></b> <ul style="list-style-type: none"> <li>Use agreed stopping strategies.</li> <li>Ensure children line up in order</li> <li>Praise or stop and reinforce expectations as required</li> </ul>	<b><u>Attendance and Punctuality</u></b> <ul style="list-style-type: none"> <li>Be punctual to lessons and punctual when picking children up from the playground at the end of playtimes and lunchtimes.</li> </ul>	<b><u>Dining Room and Lunchtimes</u></b> <ul style="list-style-type: none"> <li>Check uniform on entry and exit to dining room.</li> <li>Support and model to pupils how to use a knife and fork</li> <li>All staff to raise their hands when the whistle blows</li> <li>Staff to call classes one at a time to their lines</li> <li>Praise and reward the correct behaviour</li> <li>All staff on the playground to wear high vis jackets</li> </ul>
<b><u>Routines</u></b> <ul style="list-style-type: none"> <li>Teach and practice classroom routines, routines for assembly, playtimes and lining up</li> </ul>	<b><u>Presentation in Books</u></b> <ul style="list-style-type: none"> <li>Make sure children use the correct pencils, colour pens and write legibly.</li> <li>Encourage children to take pride in how they present their work.</li> </ul>		

**The process for teaching behaviour explicitly is as follows:**



**IDENTIFY the behaviour we expect**

**Explicitly TEACH the behaviour**

**MODEL the behaviour we are expecting**


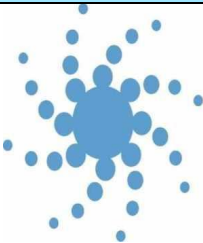
**PRACTISE the behaviour**

**NOTICE excellent behaviour**

**CREATE the conditions for excellent behaviour**

## **Rewards**

At New Horizons Children's Academy, we have many ways to reward good behaviour ranging from: sharing good work within the class, using positive comments, providing positive feedback in books, noticing good behaviour as well as a range of individual and class rewards.

Individual Rewards	Class Rewards	Lunchtime Awards
<p>Visible Positive Reward Chart in Class All classes have a positive reward chart in class where pupils can move up to the rainbow. Pupils will receive 5 value points at the top of the rainbow.</p> 	<p>Marbles in a Jar – this can be given by any adult but most involve the whole class working together. When the jar is full, the children in the class have a 20 minute treat of their choice.</p> <p>Attendance Trophy for the class with the highest attendance each week.</p>	<p>Physical Values Tokens Top Table on a Friday</p>
<p>Value Points linked to 'Respect, Kindness and Responsibility as well as 'Aspire, Challenge and Achieve'</p> <p>'Just a Quick Note to let you Know' – special cards sent home to parents/carers</p> <p>Golden Tie – This is a special weekly award for a child that has shown the school values and followed school rules.</p> <p>Golden Gallery – This is a special weekly award for excellent writing.</p> <p>Achievement Alley – This is a special weekly award for any excellence and achievement shown in any subject</p> <p>Writer of the Term</p> <p>Super Merit Awards - Termly</p> <p>Attendance Ace and Punctuality Penny</p>	 <p>New Horizons Children's Academy</p>	

## **Strategies we use when a child misbehaves**

## **Sanctions**

Unfortunately, in life, we all face consequences for making poor choices and we teach this to the children in school. If children do not follow the school rules and make poor choices, they will get a consequence. Consequences include verbal warnings, loss of break or lunch time, spending time in a partner class, reflection time with a member of SLT or the Inclusion Lead or sometimes internal or external suspension.

At New Horizon's Children Academy we followed a stepped approach that enables restorative action. However some behaviours may be serious enough for an immediate sanction. See Appendix 2.

### Stepped Approach to Managing Poor Behaviour (Behaviour Pathway)

<u>Stepped Boundaries - gentle approach, use child's name, eye contact, deliver message</u>	
1. <u>REDIRECTION</u>	<p>Gentle reminder/encouragement – non-verbal cue</p> <p>e.g. drawing a child's attention to their book to begin writing</p> <p>e.g. drawing a child's attention to someone who is 'left out.'</p>
2. <u>REMINDER</u>	<p>Given privately/quietly wherever possible</p> <p>I noticed you chose to ....(noticed behaviour) . This is a REMINDER that we need you to .....You now have a chance to make a better choice. Thank you for listening.</p> <p>E.g 'I notice that you haven't opened your book yet. Remember our rule of being responsible. Please open your book and start your work.'</p> <p>E.g 'I notice that you haven't included XXX in your game. You are breaking our rule of being kind. Please invite them to join in. Thank you.'</p>
3. <u>CAUTION/WARNING</u>	<p>'I noticed you chose to xxx.(notice the behaviour) This is the second time that I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again, you will need to work at another table/another class/go to quiet area etc. Remind of expected behaviour. Thank you for listening.'</p>
4. <u>TIME OUT</u>	<p>"I noticed you ....(notice the behaviour). You need to .....go to quiet area/sit with another class/go to another table</p> <p>On the playground – 'You need to ...stand by another adult/sit on the bench/stand by the wall etc) I will speak to you in two minutes</p> <p>The amount of time out will vary depending on the severity of the incident and could range from 5 minutes to a more serious internal suspension. Staff will consult with SLT regarding the sanction when it is Level 3 and SLT will also speak to the child. Time out may be taken with the class teacher in the classroom or may involve spending time with a member of SLT outside the classroom.</p>
5. <u>FOLLOW UP – REPAIR AND RESTORE</u>	<p>The child will complete a reflection paper or restorative conversation and discuss with a member of SLT for a Level 2 behaviour. For more serious Level 3 or 4 behaviour, a behaviour paper may be used.</p> <p>The reflection will enable the child to consider :</p> <ul style="list-style-type: none"> <li>- What happened</li> <li>- What were you feeling at the time?</li> <li>- How have you felt since?</li> </ul>

	<ul style="list-style-type: none"> <li>- Who has been affected by what you have done?</li> <li>- How?</li> <li>- What do you think you need to do to make things right?</li> </ul>
6. <u>TIME OUT and FOLLOW UP (may be repeated where the time out is lengthened)</u>	
7. <u>FORMAL MEETING</u>	<p>If the reconciliation is unsuccessful or the behaviour persists a formal meeting may be convened with the child, adult and member of SLT or SENCO.</p> <p>A Behaviour Support Plan may be agreed and monitored. There are different stages of behaviour support.</p> <p>Parents will be informed and incidents recorded on Behaviour Watch.</p>

Sanctions need to be in proportion to the action

It should be made clear that it is the behaviour that is unacceptable and any sanction should address this, not be made personal to the child.

We have a range of consequences appropriate to different levels of poor behaviour and these are shown in Appendix 2. For each stage of behaviour, there is a corresponding list of suggested consequences. The purpose of this table is to provide flexibility in how we deal with individual children and for individual circumstances whilst retaining consistency in the level of consequence for a particular action. Children will not be given all of the consequences listed for making a poor choice but an appropriate one will be selected by staff in each situation.

What we are very clear about at New Horizons is that violent or aggressive behaviour will not be tolerated under any circumstances. Actions which constitute deliberate acts of aggression towards peers, staff, or property will result in the pupil working in sanctions inline with the behaviour demonstrated. Where aggressive or violent acts cause harm to others or property including distress or significant disruption to the learning of others, pupils are likely to receive either a fixed term suspension or permanent exclusion.

## Child's View

Children involved can be given the opportunity to give their view of an incident and may be asked to provide a 'statement' where there are conflicting viewpoints and a sanction is likely to be required. This should be as close to the incident as possible. If a pupil refuses to give their views, this should also be recorded. A child may also be asked to complete a reflection sheet or behaviour paper to reflect on their choices.

### Statements about an Incident

- This can be written by the adult and signed by the child
- This can be written by the child
- The child can draw and an adult can add annotations
- Children with additional needs could also be offered a flow map to create a cartoon strip with the adult to annotate the images
- For any of these, if a child refuses to take part, this must be written on the form to show that we offered for the child to be able to give their point of view of the incident
- If more than one child is involved in the incident, they may be offered conflict resolution. This will be facilitated by an adult, who will make notes, read this back to the children and they all sign it
- No child should go home without the incident being resolved and fully investigated, where possible and dependent on the time of day that the incident took place.

## **Behaviour watch Reports**

- Children who have broken the school rules resulting in the disruption of other's learning or causing emotional or physical harm to others will result in the recording of the incident. Incidents should be recorded on a form using the software 'Behaviour Watch'. This form should always be linked to the class teacher who will apply the stepped approach or refer straight to a Phase Leader or SLT if deemed necessary.
- The Phase Leader or a member of SLT may choose to take further action as a result of analysis and other incidents that may have occurred. It is essential that accurate records are kept to ensure all pupils' behaviour is monitored to enable staff members to take appropriate action.
- A factual commentary should be written recalling the exact incident in detail. Adults' interpretations of events including emotions should be carefully written to ensure that there is no bias appearing through the statement, e.g. instead of 'The child was extremely angry' – 'The child appeared to be angry, their face was red and their voice was raised and shouting', 'The child aggressively hit another child' – 'The child demonstrated aggressive behaviours by lunging forward with a closed fist assaulting another child in the right side of his face.'
- Adults should not add their own emotions at this point to the behaviour incident form. If an adult has witnessed an incident that has led them to feel uncomfortable or emotionally vulnerable, they should take the time to write an impact statement about how this incident has affected them. This should be discussed with a member of SLT where emotional support and a debrief will be provided.

## **Internal Exclusion**

- If it is felt that a pupil's actions mean that they should be internally excluded, their parent/carer is informed via a phone call/conversation/meeting.
- The pupil spends time (as decided by a member of SLT), away from their class, with another class or a member of SLT.

## **Internal Exclusion at an off-site inclusion facility**

- It may be appropriate for a pupil to have an internal exclusion at another school in the Trust if it is felt that the consequence of internal exclusion within school is not strong enough
- Parents/carers are informed via a phone call/conversation/meeting and this is followed up with a letter
- This is arranged by the school but parents/carers are expected to provide transport for their child.

## **Fixed Term Suspensions**

We use suspensions as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours. Examples include but are not limited to the following:

- Racist, homophobic, transphobic, sexual misconduct or use of other derogatory language
- Sexual language/behaviour. All staff will challenge inappropriate behaviour between peers and will not downplay or dismiss behaviours of this type.

**The incidents above are all logged on behaviour watch and are sometimes reported to other agencies and groups e.g. governors and the Local Authority. In some cases, school may need to contact other agencies e.g. social care, the police.**

- Verbal or physical attack on another pupil leading to injury
- Physical attack on an adult
- Ongoing and repeated defiance towards staff (including SLT)
- Persistent bullying, racism, sexism or harassment (which causes significant distress)
- Very dangerous or irresponsible behaviour e.g. on a school trip
- Bringing an offensive weapon in to school (imitation or real)
- Major theft or vandalism
- Extreme physical bullying
- Extreme vandalism
- Leaving site without permission (away from immediate boundaries)
- Bringing drugs or other illegal substances into school
- One off serious breach or persistent breaches of the school's behaviour policy

- Serious behaviour away from school that falls under the remit of the behaviour policy
- Malicious allegations against staff
- Threats towards staff on social media
- Threats towards other children, taking into account the age of the child and the context of the situation
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life
- When incidents occur at this level, witness statements from other pupils should be obtained as soon as possible (Appendix F)
- All Level 5 behaviours could lead to a Fixed Term Suspension, the length of which is proportionate to the actions. When excluding a child, we follow the Local Authority guidelines
- Only the Headteacher (or Deputy Headteacher in their absence) can exclude a child. The parents/carers should be telephoned, as well as, sent a letter. The parents/carers should accompany the child on their return to school (or make an appointment to see the Headteacher if work commitments make this difficult) to discuss a joint way forward
- Fixed Term Suspensions are seen as a 'last resort' and will normally only be after an internal inclusion has occurred in school or at another school
- After each Fixed Term Suspension, a reintegration meeting is held with the pupil, parent/carer and a member of SLT
- All paperwork is completed before the decision to exclude is undertaken
- See the TSAT Guidance on Exclusion from School for more details.

### **Raising pupils to the Inclusion Team**

The above approaches, consistently applied will ensure good behaviour of the majority of pupils but a small minority will exhibit social, emotional or behavioural difficulties which require a more intensive approach.

- If a pupil is showing significant behavioral difficulties and staff feel they need further support, they can raise the child to the school Inclusion Team.
- The Inclusion Team consists of the Deputy Headteacher, Assistant Headteacher, Designated Safeguarding Lead, SENCO, and other key members of staff who the school deem it is appropriate to attend. The Inclusion Team meets regularly to discuss any pupils raised
- During these meetings, actions are agreed and recommendations are passed back to any staff involved with the pupil.

Possible outcomes:

- The pupil is raised at the In School Review where a wider network of professional's attend
- A Behaviour Support Plan is set up (see below)
- A member of the Inclusion Team arranges to observe the child and give recommendations
- A specific resource/strategy is recommended
- A meeting is set up with the pupil's parent/carer to discuss a way forward
- A referral is made to an outside agency (e.g. CAMHS, Bradfields, School Support Group, Educational Psychologist)
- An intervention is set up with a member of the Inclusion Team
- An Early Help Assessment is initiated.

### **Behaviour Support Plans**

- A Behaviour Support Plan (see Appendix 4) may be put in place if a pupil is continually finding it difficult to follow the school rules
- The first stage of this may be 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
- Aims – to support pupils who find it difficult to follow the school rules, to put strategies in place to enable pupils to develop good behaviours, to review their progress against clear targets for improvement
- The child comes first in this process, the plan is devised alongside the child with discussions around what their targets should be and how they can be supported to meet them

- A meeting takes place with the pupil, parent/carer, Class Teacher, a member of the Extended Leadership Team or a member of the Senior Leadership Team
- Behaviour Support Plans are reviewed half termly (but more often if needed).
- In some instances a ISP and risk assessment may also be required. (Appendix 5)

### **Reasonable Force**

- Very rarely, it may be necessary for staff to use 'reasonable force' in order to ensure the safety of all pupils.
- Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allow the pupil to regain self-control. It should never take a form which could be seen as punishment.
- Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.
- This policy should be read alongside the "Positive Handling and Physical Restraint Policy" for further details.
- Any incident where a child has needed to be handled must be recorded and added to the child's file on behaviour watch. This should be done as soon as possible after the incident and every record is seen and signed by the Headteacher.
- A positive handling plan must be completed for any child who has needed to be handled. 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.

### **Racist Incidents**

- All racist incidents are recorded on the Medway forms and both parties counselled
- The perpetrator has an appropriate level sanction applied.

### **Behaviour outside school**

We are proud of New Horizons Children's Academy and all of the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that 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 or
- travelling to or from school or
- wearing school uniform or
- 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 or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on social media. Bullying, both online or offline, is not tolerated at New Horizons Children's Academy and sanctions will be taken in line with the anti-bullying policy. Further information can be found in the anti-bullying policy on the school's website.

### **Context**

For the behaviour policy to be effective, a clear relationship with other school policies has been established.

- Health and Safety Policy
- SEND Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy

- Home School Agreement
- Online Safety Policy
- Positive Handling and Physical Intervention Policy

## **Pupils with Special Educational Needs and/or Disabilities**

Where appropriate, reasonable adjustments to this policy and its procedures, will be made taking into consideration the child's Special Educational Needs and/or disabilities in line with the SEND Policy.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) under the Equality Act 2010.

When incidents of anti-social behaviour arise, we will consider them in relation to a pupils' SEND, although we recognise that not every incident of anti-social behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social behaviour will be made on a case by case basis.

Pupils with SEND that find behaviour expectations difficult may require an ISP and risk assessment. This can include pupils with SEND as well as other non SEND pupils that may require this level of intensive support. (See Appendix 5)

Staff are responsible for:-

- Knowing a child's individual needs before teaching them. They should ensure they have accessed the child's provision plan and/or EHCP and discussed him/her with their previous teacher.
- Understanding what works and what doesn't work for a child with SEND. For example, if a child has ADHD and possibly has difficulty keeping calm and focused, a sanction may not be appropriate. There would need to be other steps/approaches in place for that child
- Ensure any adapted approaches are communicated to covering teachers and teaching assistants so the approach to managing their behaviour is consistent.
- Trialling different approaches to behaviour management, such as talking to parents, moving seating, fiddle toys etc, prior to referring children to SLT.
- Referring children to the SENCO if behaviours persist despite the above

Example Behaviours that children with SEND might exhibit :

- *Work Avoidance* – this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- *Focussing their attention on the adults*- following and asking repeated questions- this may be for more reassurance
- *Calling Out* – this might be so they feel noticed and also feel reassured

Actions for teaching a child with SEND or possible SEND who is showing challenging behaviours

- Always aim to deescalate any unwanted behaviour (Also refer to the Physical Intervention Policy under Health and Safety)
- Check if the child has a risk assessment or provision plan
- Evaluate when negative behaviours are happening and why. Identify any triggers
- Seek advice from the SENCO if needed
- Adapt approach to behaviour and record on child's school based support plan
- Share approach with parents/carers and any other adults involved in caring for and teaching that pupil (after school club, specialist teachers, supply teachers, support staff)
- Use visual timetables so that children are aware of what is happening in the school day.
- Let children know of any changes to timings or routines through the use of visual timetables and social stories

## **Policy statement on Equality**

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity or national origin
- Their gender
- Their gender identity
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

(Equality act 2010)



This policy should be read and applied alongside the Equality Act (2010) and the SEND Code of Practice: 0 to 25 years (2014).

## Monitoring and Evaluation

The success of this policy will be monitored and evaluated through:

- Informal observations before school, break times, lunchtimes and assemblies
- Lesson observations
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation (See separate searching, screening and confiscation policy)
- Perceptions and experiences of the school behaviour culture
- Progress towards behaviour targets in Behaviour Support Plans

These are analysed by gender, SEND, Pupil Premium and ethnicity to ensure that the policy is being applied in a fair and balanced way. The behaviour policy will be reviewed by the Headteacher and the Academy Governing Board at least annually.

## Appendix

### Appendix 1



*Just a quick note to let you know....*

***Respect***

***Kindness***


***Responsibility***

## Appendix 2: Behaviour Consequences

Expected Behaviour	Level 1	Level 2	Level 3	Level 4	Level 5
Actions	Actions	Actions	Actions	Actions	Actions
Being Respectful Being Kind Being Responsible	Interrupting lessons Not on task and wasting time Talking while the teacher is talking Distracting other children Making irritating noises, gestures or actions Unsafe movement around the classroom Dropping litter or food Continuing to play after the whistle has gone Not lining up appropriately Being in school at break times without permission Deliberate antisocial behaviour such as belching or passing wind Play fighting	Persistent Stage 1 behaviour Talking in assembly Not accepting instructions Not completing a task set without good reason Minor deliberate damage to another child's or school property Disrespectful dialogue about another child or adult Swearing in a non aggressive way Anti-social behaviour including spitting Misuse of classroom equipment Throwing or flicking objects Misuse of toilets or wash areas Lying Malicious poking, pushing or prodding	Persistent Stage 2 Behaviour Refusal to follow instructions after a warning Stealing Lying to get another person in trouble Deliberately targeting another child including spreading rumours Disrespectful language to a child or adult Threats of violence Inappropriate physical behaviour Disrespectful dialogue about a child or adult online Deliberately not completing work for a prolonged period	Persistent Stage 3 Behaviour Leaving the learning environment without permission Persistently refusing to complete work or follow instructions causing a prolonged period of disruption to their own learning Disrupting the learning of other children for a prolonged period Disturbing other children's rights to feel safe by behaving in an aggressive, abusive or violent manner Verbal abuse , Physical violence including pushing, slapping, tripping Significant deliberate damage to another child's or school property Racist or minority group remarks or behaviour In appropriate touching Spitting at another person	Persistent Stage 4 behaviour Physical violence resulting in actual physical harm Physical violence towards staff or peers such as punching, kicking, biting throwing objects at others etc Leaving the school premises without consent Vandalism necessitating repair or replacement Throwing furniture Aggressively swearing at another person Actions which affect the health, safety, welfare or learning of members of the school community Verbal abuse or racist or minority group remarks or behaviour online or on the phone Deliberately downloading malicious software or inappropriate material Forwarding images or information about another person known or unknown without consent
Positive Consequences	Consequences	Consequences	Consequences	Consequences	Consequences
Verbal Praise Value Dojos Achievement Alley Golden Tie Display of Work Attendance treat Being in the newsletter Certificates Stickers Above and Beyond Note Home	Non verbal warning A quiet word Redirection Reminder of the rule Moving to another working area in own class Praising and rewarding children making the right choices	Verbal Warning Time Out (In class or partner class) Loss of playtime or lunchtime (5 mins up to whole of play or lunch) Restorative Conversation with Classteacher Loss of privilege e.g. club Informal dialogue with parent Teacher informed if other adult who has dealt with it	Incident logged on Behaviour Watch Time out (In other class or outside DHT and HT Office ) Loss of privileges Parent informed Discussion with Inclusion Team regarding Behaviour Support Plan Reflection Paper Restorative conversation with SLT	Loss of Play or Time out of Lessons/ Internal Exclusion Behaviour Paper and/or Reflection Paper Restorative Discussion Discussion with Parents Logged on Behaviour Watch SLT to carry out restorative conversation with Child Behaviour Support Plan and/or behaviour risk assessment Removal of Privilege Raise to Inclusion Team	Loss of Play Internal Suspension External Suspension Meeting with Parents Behaviour Support Plan Restorative Discussion Reflection Paper Logged on Behaviour Watch Alternative Provision Permanent Exclusion Removal of Privilege Attendance on school trip including residential may be denied where behaviour poses a risk

Appendix 3 Reflection Paper

Reflection Paper KS1

Name:		Teacher comments:
Class:		
Date:		
What happened? 		I was feeling: <div><div></div><div></div><div></div><div></div></div>
Next time I can:		

Reflection Paper KS2

Name	
Date	
Class	
I am missing play because ....	
This does not show our school rules or school values	
I know our school rules are...	
I know the school values are :	
Next time I will .....	

## Appendix 4 Behaviour Support Plan Stage 1

<b>Name:</b>		<b>Class:</b>	
<b>Year Group:</b>		<b>Staff member(s) completing plan:</b>	

	Green – Staying calm	Amber – Early warning signs	Red – When the behaviour occurs	Blue – After the behaviour has occurred
<b>What does this look like?</b>	<p>Following adult instructions.</p> <p>Completing work in class.</p> <p>Engaged in learning.</p> <p>Taking part in break/lunchtime activities with enjoyment.</p> <p>Showing positive body language.</p> <p>Following the school rules.</p>	<p>Getting out of seat.</p> <p>Not following adult instructions.</p> <p>Moving around the classroom.</p> <p>General restlessness.</p> <p>Stating that he is not happy.</p> <p>Moving to other tables and talking to peers.</p> <p>Looking around the classroom.</p> <p>Looking at peers.</p> <p>Moving closer to peers.</p> <p>Moving around in carpet space/seat.</p> <p>Talking to peers.</p> <p>Getting out of carpet space/seat.</p> <p>General restlessness.</p> <p>Zoning out/being unusually quiet.</p> <p>Increase in facial/verbal ticks.</p> <p>Overwhelming need to express thoughts.</p> <p>General restlessness.</p> <p>Need to move – getting out from seat or making excuses not to be still.</p> <p>Looking around their environment especially at one thing/person in particular.</p> <p>Disengaged with task.</p> <p>Low level disruption e.g. making noises.</p> <p>Hiding under desks.</p> <p>Easily distracted.</p>	<p>Leaving the classroom without permission.</p> <p>Leaving the school site without permission.</p> <p>Rudeness to adults and children.</p> <p>Causing damage to property.</p> <p>Physical assault of an adult.</p> <p>Physical assault of a pupil.</p> <p>Touching peers.</p> <p>Getting close to peers' faces.</p> <p>Not following adult instructions.</p> <p>Picking up objects to throw.</p> <p>Threatening behaviour.</p> <p>Inappropriate language.</p> <p>Hurtful language to other pupils.</p> <p>Running away from adults.</p> <p>Walking away from adults.</p> <p>Arguing with adults.</p> <p>Vandalism of school property.</p> <p>Vandalism of others' property.</p> <p>Vandalism of personal property.</p> <p>Aggressive behaviour.</p> <p>Use of inappropriate language.</p> <p>Repeated name calling.</p> <p>Swearing.</p> <p>Racism.</p> <p>Sexism.</p> <p>Use of homophobic language.</p>	<p>Remaining in a safe space until completely calm.</p> <p>Complying with adult instructions.</p> <p>Returning back to class.</p> <p>Attempting to continue with learning.</p> <p>Engaging with learning.</p>

		No eye contact. Change in facial expressions. Not responding to communication. Calling out. Failing to settle to learning.	Sexualised behaviour. Stealing. Spitting. Use of derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic) Dangerous behaviour. Use of a weapon. Breaking school rules.	
<b>How to respond:</b>	Positive praise. Visual reinforcements e.g. thumbs up. Follow school Behaviour for Learning Policy – give Habit Points, move name up on Behaviour Chart. 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	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.

		<p>to their reward chart.</p> <p>Check in with the pupil more frequently.</p> <p>Offering the pupil to express their thoughts to a trusted adult.</p> <p>Check that their learning is broken down enough for them.</p> <p>Go through visual timetable to remind the pupil of their routine.</p> <p>Overuse of individual reward chart where appropriate – catch them doing the right thing.</p> <p>Use of distraction techniques.</p> <p>Use of timers.</p> <p>Use of countdowns.</p> <p>Use of tactical ignoring.</p> <p>Good/appropriate behaviours taught, modelled and demonstrated.</p> <p>Positive reinforcement of desired behaviours.</p> <p>Reinforcement of school rules.</p> <p>Move pupil away from peers (time out).</p>		
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Appendix 5 Individual Support Plan and Risk Assessment Stage 2

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

1. Background Information
- Student Profile:
  - Strengths and Interests:
  - Current Concerns:
  - Previous Interventions and Outcomes:

2. Outcomes and goals

Outcome	Goal	Success Criteria	Review

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
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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 6 TSAT Behaviour Principles

